

Fall 2005

Columns Fall 2005

Southern Adventist University

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The Magazine of Southern Adventist University

COLUMNS



Fall
2000

Adventure

Having just celebrated her 100th birthday, Mrs. Stanfill was happy to tell me about her life's adventures. She was the first woman in her county to drive a car, went to college at a time when campuses were primarily attended by men, and even played varsity basketball. Then just as I didn't think I could handle any more excitement, it stopped.

She left college, got married, and raised two boys. Now as we sat in the nursing home lounge, everything she had to share with me came from the first quarter of her life. I left feeling sad, wondering about the other 75 years.

Some time later, my family was asked to participate in a charity fashion show, and I was asked to write short bios that would be read as my family walked down the runway.

I breezed through my family's bios, telling how my husband had raised endangered whooping cranes before putting his career on hold to take the nontraditional role of stay-at-home dad and how my preschool son was a budding paleontologist with an extensive knowledge of dinosaurs.

But when it came to my own bio, I was stumped.

"There's nothing interesting to say about me!" I complained to a co-worker.

"What about the year you spent in the Marshall Islands?" she asked.

"That was when I was in college!" I responded, now nearly on the verge of tears as I saw the pattern of Mrs. Stanfill's life being repeated in my own.

The first quarter of my life was filled with excitement: serving as a student missionary, traveling with Destiny Drama Company, and participating in a host of other activities that had been easily accessible in college. But then I'd

graduated, met my husband, and devoted myself to career and family. I wondered what I'd share with a reporter about my life after my 100th birthday.

It was then I started looking to incorporate adventure into my busy life.

My husband wanted to take the family gold panning. Why not?

Later, I read about a new hobby called geocaching and jumped right in. (Watch for your next issue of COLUMNS. We'll tell you all about geocaching on our Lifetime Learning pages.)

And recently, I heard about the reopening of Southern's cave (read more about the cave on page 16), and on its first-ever Open Cave Day, I squeezed my pregnant belly into the small opening to catch a glimpse of this underground world.

I still don't know what I'll tell the reporter after my 100th birthday, but I know whatever I share won't be all about my first quarter.



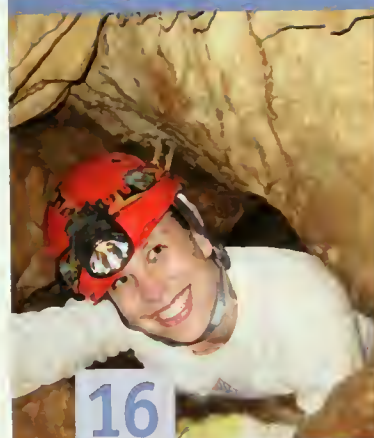
Lori Futcher squeezes out of the Student Park Cave.

Lori Futcher

P.S. I'd love to hear about how you're continuing the adventure of life beyond the first quarter. Send a description of your life's adventures to COLUMNS Editor, PO Box 370, Collegedale, TN 37315-0370 or columns@southern.edu.



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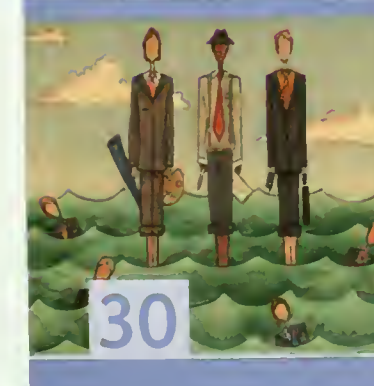
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COVER: This tridacna clam (Tridacna Gigas) farm is part of the sealife surrounding Pohnpei, where student missionary Kelli Gauthier spent the last year.

Don't Change

Recently I read some of my back issues of COLUMNS and came across an article called "Dolphin Dreams." I was impressed with the article; the colorful water bubbles and graphics added to an enjoyable story. I plan to share it with my sixth-, seventh-, and eighth-graders for one of their weekly magazine reading assignments.

Imagine my surprise when I read the "In-Box" in my new issue and found that recent graduates ('04) cannot read a short (five-page), well-designed article unless it has summary subtitles and pull quotes to alert readers to the main ideas. I certainly expect my students to be able to read it easily.

This is a magazine, not a textbook. I have been impressed with the quality of writing and the types and lengths of articles in recent issues. Please do not change to a watered-down, sound-bite type of writing. I can find that elsewhere.

Gail Jorgensen, '78

No Tomatoes

A minor point of history in the very first paragraph of "I Dig Archaeology" is incorrect. There are some things that did not exist 2,000 years ago—tomatoes are one of them. Tomatoes are horticulturally related to potatoes and originally came from Central America. So the old ladies mentioned in the article were not selling "mounds of shiny tomatoes" on a busy street in Jerusalem 2,000 years ago. Most likely "knobby cucumbers and fragrant herbs" were around, as they came from Asia. But sorry, there were no tomatoes.

Otherwise it was a neat article about something I have a great interest in. Isn't it exciting that Southern is involved in excavating the largest site in all of Israel? Hazor will occupy our interest for many years to come, and I hope that support for the digs and publications will grow rapidly!

Burton Keppler, M.D., '53

Your Assignment

Tell us how your experience at Southern helped prepare you to be "in but not of the world" (see page 30). Send your response to the address listed in the paragraph below.

InBox is a forum for reader feedback. Questions, concerns, compliments, criticisms, and even discussions—all are welcome and encouraged. Letters may be edited for length or clarity. Please send InBox letters to: COLUMNS Editor, PO Box 370, Collegedale, TN, 37315-0370 or email columns@southern.edu.

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Inspired to Think Beyond the Textbook

by Lisa Clark Diller, '96, History Department

Wow, this group of people was incredibly widespread and successful," one of my students exclaimed while we were talking about the Mongols in World Civilizations class, "all without an urban culture of their own! That's amazing! Why haven't we heard much about them before?"

It Starts With Enthusiasm

This student's excitement forced me to move from my carefully organized notes and allow myself to get caught up in the enthusiasm he had just generated.

"Yes," I responded, "it is astonishing! Why don't you think people know more about the Mongols?"

From there a stimulating discussion ensued, and soon we were caught up in excitement for the subject.

It is interactions like these that have led me to one of the most unexpected and gratifying lessons I've learned as a new professor—that student enthusiasm is infectious.

Before I started teaching at Southern Adventist University three years ago, I assumed that classroom atmosphere was dependent on teacher enthusiasm. While this does help, I have found students who come to class with bright ideas and excitement about the topic or reading engage their fellow students much more than my own up-front antics or attitude. In this way, my students reinvigorate my love of history.

Then It's Taken to Heart

Connected to students' positive enthusiasm is their righteous indignation about the evil way humans have behaved toward each other in the past. After I have studied a subject extensively in order to get my presentation of the material just right, the sheer horror of some of the events we're talking about sometimes escapes me, but it doesn't escape my students.

One day after we had been discussing the impact of colonization on human rights and national development, several of my students discussed their sorrow and anger at these events and actions.

"I'm really upset about this," one said. "How can we treat each other this way?"

I was moved by this student's sensitivity, which revealed that she,

along with her fellow students, was listening to the Holy Spirit, calling sin by its right name, and refusing to smooth over hateful and cruel actions as justifiable. Her commitment to a God of love meant that she recognized unloving actions when she studied about them.

My students have taught me to emotionally engage with the black-and-white words I study.

Soon We're Asking, "What Can We Do?"

This engagement of my students led them to ask a question I was totally unprepared for as a novice professor, causing me to look more closely at the implications my faith has on the things I study.

This question was presented to me one day during Geography class as we were discussing the environmental impact of development and developing countries.

"What can we do about this, Dr. Diller?" someone blurted out. "How can we change our behavior so that we aren't supporting pollution or using up our water resources?"

Like her fellow students, this young woman was not yet so cynical or self-absorbed with her own family, home, and profession that she couldn't take the time to think about what her learning was calling her to do. Unfortunately, I didn't have a good answer for her. But she taught me to think about this—and to be careful about talking too much and acting too little.

Each semester, as I listen to my students talk about the implications of what they are studying and discuss ways they can act in the world as a result of what they have learned, I am stretched and expanded and learn more about how

my faith can be integrated into what I teach. Students teach me to ask myself: *How can I listen to the Holy Spirit as I study this subject and as I teach it?* My students are listening to their consciences and coming to class with ideas about how their world-view affects their reading—and they are teaching me to do the same. ✧



When Lisa Clark Diller became a professor at Southern Adventist University, she quickly learned that student enthusiasm is infectious.

Joni Zier Lighting the Way

During the infamous blizzard of 1993, Joni Zier, '75, interviewed at Southern Adventist University for an available registrar's position.

Zier and her husband, Bud, planned on house hunting that weekend, but their car wouldn't budge. The tires were literally frozen to the pavement. Without a vehicle, the two resorted to trudging around town by foot through piles of snowdrifts. Twenty-one inches of snow notwithstanding, Zier knew that accepting the job would be a dream come true because not only would she work at a job she loved, but she could move back to Collegedale where she graduated.

"My first year here, there were only 1,527 students," says Zier, who is now the director of Records and Advisement. "Today we have more than 2,700 when including affiliations and graduate students."

When asked what she does, Zier simply says, "I'm the academic integrity of this school."

"I get to work behind the scenes most of

the time," she says. "I definitely love being a registrar. I'm firmly committed to Christian education. I want to make sure the reputation of Southern and what's being taught is at the highest standards."

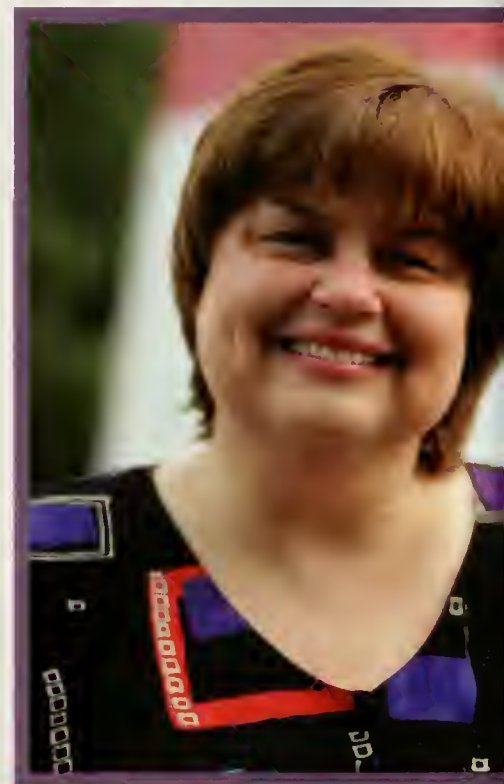
Zier takes it upon herself to inform faculty about enrollment and retention trends and about advisement patterns and procedures. She's also actively involved in many committees.

When Zier isn't drawing up statistical reports, one of her favorite pastimes is a hobby called lighthouseing, which consists of conducting research about lighthouses and then taking trips to see them. Her fascination with lighthouses has led to several albums full of photos taken from the numerous lighthouse excursions she and her husband have taken. So far, they've visited lighthouses in 11 states.

One of her most memorable lighthouse trips occurred in Washington. She and her husband were standing on a cliff overlooking the ocean when a huge bald eagle flew past them and landed on a tree beside the lighthouse.

Just as a lighthouse provides navigational aid for ships, Zier is a light of direction for

Southern as she works to maintain the university's integrity and reputation. In recognition of a dozen years of hard work and dedication to one



Omar Bourne Following God's Leading

During Omar Bourne's first year at Southern Adventist University, he struggled with picking a major. Omar wanted God's advice

over the matter and so he spent time in prayer seeking His leading.

"Lord, what do You want me to be?" he would ask. After praying and seeking advice from trusted teachers, he read a quote from Ellen White that helped give him direction. One night while reading *Christian Experience*, he stumbled across the words: "The press is a powerful means to move the minds and hearts of the people....Many minds can be reached in no other way."

Omar was already enrolled in a News Reporting class, which he thoroughly enjoyed. He felt convicted to change his major to print journalism. He is now in his third year at Southern.

"I think this is what God wants me to do," he says, then adds with a laugh, "I hope it is!"

During his sophomore year, Omar interviewed for a job as a writer for True North Custom Publishing in Chattanooga. Soon afterward Tim Jester, editor of *The Southern Accent*, asked Omar to consider being a news editor for the university newspaper.

of Southern's most challenging jobs, Zier was awarded the Distinguished Service Medallion at the May graduation ceremony in 2005.



Omar was torn between the two jobs, so he prayed, "God, if you want me to work at True North, I can do that, but I'd prefer to work at the Accent."

True North didn't hire Omar, which allowed him to work at the university newspaper instead. He hadn't been working at the newspaper for long before he was asked to be its next editor.

"I was a little skeptical because I had just started working at the Accent and was inexperienced," he says. But he accepted the position anyway.

Omar gained recognition his sophomore year for his excellence in journalism when he received the \$3,000 Cecil R. Coffey scholarship for the second year in a row.

"God's blessing me, and I don't know why," Omar says. "I couldn't ask for anything more. God is good. I've learned I definitely have to put Him first."

After he graduates, Omar plans to continue working in print journalism. "Hopefully, by God's grace I'll be the editor of a newspaper someday," he says.

Delfina Rose

An Eye-Opening Experience

By the age of 4 months old, Delfina Rose had already experienced traumatic brain injuries inflicted by her birth parents. Though rescued from the abusive environment and adopted by an Adventist pastor and his wife, Delfina continued to feel the effects of her abuse, including an impaired short-term memory and a lack of peripheral vision that left her 72 percent blind.

Because of her learning disabilities, Delfina was homeschooled for high school. But when she came to Southern Adventist University to attend her adopted cousin's graduation in 1997, she was immediately impressed with the campus.

"I fell in love with the layout, and the people seemed very friendly," she says. "I honestly wanted to go to Southern."

Two years later, she pursued this dream and enrolled at the university.

"It was my first time leaving home," she says of her first few days at the campus. "I was a nervous wreck, yet I was excited at the same time."

Initially, Delfina took a light class load of 12 credit hours to accommodate her learning disabilities and spent the majority of her days with the tutors at Learning Success Services (LSS).

During Delfina's third year at Southern, she received a gift that opened her eyes—literally. Tonya Rincon, an LSS tutor, discovered a program of exercises designed to target different areas of the brain. She hoped this program would help improve Delfina's eyesight.

Rincon shared these techniques with Delfina, who began performing the simple activities such as touching one knee with the opposite hand. The first night after completing the routine, Delfina woke up to noticeably clearer vision. She stuck to the exercises for a year until her vision was near perfect. With her peripheral vision regained, she was able to pass the vision test for a driver's license for the first time.

"It was a miracle," she says, crediting her recovery to God's wondrous hand.

When Delfina compares her first and final years at Southern, she likens the difference to night and day. With the help of tutors at LSS, by her final two years she was able to do much

of her studies and test taking on her own.

Doctors had told Delfina's parents that she would be dependent on them for the rest of her life and would be lucky if she even graduated from high school, let alone college. They predicted she would only be able to work at places like McDonalds. Thankfully, the doctors were wrong. Delfina graduated from Southern in 2004.

"I'm actually the first in my [birth] family to go to college and graduate," she says.

Delfina spent a year working as an assistant dean at Holbrook Indian School in Arizona. She has now returned to Southern to get her master's degree in marriage and family therapy.





Letters HOME

By Kelli Gauthier, senior journalism major and returned student missionary

September 26, 2004 DIRTY MISSIONARIES

I can't put a finger on exactly when I started feeling comfortable here in Pohnpei. There wasn't a lightning bolt moment when I suddenly felt at peace with my surroundings, but rather such a gradual feeling that I hardly even noticed. It's not until I sit back and think about exactly what home is like that I realize how different my life is now. I haven't worn a seat belt or put my foot on carpet since I left, and I haven't eaten a vegetable that didn't come from a can for over a week because "the ship hasn't come in."

But you know, despite all of these disparities between my old home and my new one, the biggest adjustment of all has been how dirty I am all the time. As I teach, I can feel the enormous beads of sweat running down my front and

my back. I'm told I'll eventually get used to the heat. I'm waiting for that time to come.

In addition to the ridiculous heat and humidity, there's the mud. Pohnpei is the second rainiest place on Earth, and when it rains, our entire campus becomes a giant mud pit. The walk from my apartment to my classroom isn't a long one, but it's long enough for me to slosh through various patches of mushy ground and fling mud balls all up and down the back of my legs and skirt.

Modes of transportation are three brightly colored, donated Japanese fire trucks in various stages of disrepair. In each, there is room for about six people in the cab, and the rest of us stand or sit in the back. Of course, since it rains all the time, the people in back often get soaked. I've learned quickly that when the clouds look ominous, it pays to get a front seat.

Whenever we pull back into campus after riding somewhere in the trucks, we're greeted by the various dogs that live on campus. I love

dogs, but these are the mangiest, ugliest, meanest, smelliest, dirtiest, and most unappealing dogs I have ever seen. But of course, they can somehow sense that deep inside I am a dog lover, so they always want to rub all over me in enthusiastic greetings.

Sabbath usually sees us tromping through lush jungle in a foot or so of mud or scaling mountains in the rain with the help of a few vines. It doesn't matter what we do, I've learned to expect to come back with filth caked under my fingernails and toenails, dirt mixed with sweat smeared across my face, and clothes that should really just be burned instead of washed.

On Sundays, we usually head out on the boat in search of breathtaking snorkeling/surfing spots. The combination of sunscreen, sand, sweat, and saltwater makes for the ultimate feeling of grunge.

At orientation, former missionaries kept telling us how important it was to keep clean in order to avoid sickness and infection—who knew it would be this hard?





ON AUGUST 8, 2004, I BEGAN MY 10-MONTH ADVENTURE OF TEACHING ENGLISH ON A TINY SPECK OF LAND IN THE MIDDLE OF THE PACIFIC. Now, as I reacclimatize myself to home, it almost seems as if Pohnpei was a dream. What follows is a compilation of some of the emails I sent home while I was away. Reading over them reminds me that my mission experience was no figment of my imagination. There were good times and bad, but overall, it's an experience I wouldn't trade for the world.



November 12, 2004 YOU LOOK LIKE YOU NEED A BREAK

In the last four weeks of school, we have had six vacation days. Between random Pohnpeian holidays, school picnics, and parent/teacher conferences, I've decided that we should adopt the Micronesian schedule at home. With extra time off come many opportunities for fun extra-curricular activities.

Beginning our string of fun was the high school picnic at a little resort called Nahlap. I spent all Friday afternoon eating deliciously barbecued chicken, lounging in a little hut up on stilts in the middle of the ocean, and getting pushed off the dock repeatedly by cheeky students. After the picnic, we went immediately by boat to Black Coral Island to begin our monthly SM camping trip. While we all loved the pristine beauty of our first camping destination, Ant Island, I think we all agreed that this trip was even more relaxing. Unlike Ant, Black Coral had a few amenities to make life a bit easier—banana

leaf huts to sleep in and mattresses to rent, toilets that we flushed with ocean water, shower stalls where we could rinse off with collected rainwater, and plenty of tables. I took

naps in hammocks strung up feet away from the crashing waves, got up early to watch the sunrise over the ocean, and played in the water with my friends. Needless to say, none of us were terribly eager to return to reality.

After a Halloween break, we had another quasi-break for parent/teacher conferences. I wouldn't exactly call it relaxing, but at least I didn't have to create a lesson plan for that day. All things considered, the meetings went pretty well, but sometimes I felt like I was up against the firing squad. When parents of a disrespectful child come in and ask why their kid is failing, it's very hard to find a nice way to break the truth to them.

Next came the highly anticipated school fair. Each class, preschool through high school, was responsible for a booth. What all of the teachers thought would be a two-hour deal turned into a six-hour marathon in the gym. It was actually pretty fun, despite the fact that I spent most of my time in "jail," being dumped in a huge tank of water, or handcuffed to various teachers and students. It was nice to see both the students and the other teachers outside of school.

Right after the school fair, we had yet another day off, and I got to go fishing for the first time. Three of the other SMs and I went out on a boat with our principal, Miller Benjamin (whom we call Mr. B), for a few hours, and it



was so fun! What we really wanted to catch was Wahoo, but we ended up with four Barracuda instead. All four of them were pretty big and put up quite a fight. By far the highlight of the trip was the pod of six dolphins that swam right next to our boat as we were fishing. They all jumped and splashed around us, and I'm pretty sure they were smiling.

students, and at the first one, all the kids who showed up were from my classes—I was so proud!

Next week we have Week of Prayer, and today after school the senior sponsors, including me, practiced a special music with the class. It was so fun to just hang out with them and sing and laugh and not have to worry about schoolwork. What a blessing!

So now we're back with our noses to the grindstone. Next week is our first full week in more than a month, and I'm thinking it's going to drag. On the bright side, I've been bonding with my seniors lately, and I've really enjoyed that. Along with another SM, I started a weekly Bible study for the high school

November 30, 2004 STRANDED

The monotony of school has set in. I still enjoy teaching, but on a daily basis I often dream of being a student again. People always ask me, "So how's teaching going?" I never know what to say. Where do I begin? It's such an out-of-body experience, but at the same time, not much ever changes. Every day I grade and make lesson plans until late at night, every day it's a struggle to be enthusiastic, every day the kids are both endearing and maddening at the same time, and every day I can hardly drag myself up the steps of my apartment after classes. Sometimes the routine makes it hard to come up with interesting things to tell you about. "Well, today for the fiftieth time, I taught the seventh-graders that a sentence must have both a subject and a predicate..." But then every once in a while we break out of the rut, and I have an experience where all I can do is sit back, shake my head, and say, "This will make such a great email."





This weekend we went camping on Ant Island again, and we were all very ready. We didn't have school on Friday, so I high-tailed it out of here, excited for a break. Then the rain came. From that point on, it basically rained all weekend. Luckily, there were little huts for us to stay in, so we didn't have to survive under makeshift tarp tents. That first night, I managed to step on a ridiculously sharp rock and gouged my foot—the blasted thing made it all the way through my flip-flop and pretty deep into the middle of my foot. So for the rest of the weekend, all I could do was hobble along from place to place, trying to stay dry.

On Saturday night, we crammed five people in our little hut (three in hammocks strung practically on top of each other) and tried to get some sleep. Unfortunately, there was a typhoon going through Kosrae (another Micronesian island), so we got blasted with strong winds and a torrential downpour. We all shivered through the cold (none of us had more than a bed sheet), but I don't think any of us slept much that night. At about 2 a.m., the palm trees started falling. Every 10 minutes or so, we'd hear a crack and another huge tree would crash to the ground. At one point, I turned on my headlamp, and we all debated whether or not our little hut would survive should a tree fall on us.

The next morning, Mr. B took a group of seven people back to "test" the waters. The rest of us had bags packed and ready on the beach, but as 1 p.m., 3 p.m., then 5 p.m. rolled around, we figured we weren't going back that day. So we all unpacked our stuff, hung our hammocks again, and prepared to spend another night on the island. The people who own the island caught some fish for us, which was nice since my remaining trail mix was getting old.

Around 9 p.m., Mr. B showed up on the island. We were all shocked to see him because we assumed that the water had been too choppy and he was spending the night at home

and coming back for us the next day. Apparently the boat ride back had been incredibly dangerous and scary, and he was afraid that if he didn't come back, we'd come out looking for him. On his way back to the island, however, he and his daughter, Emily, were thrown out of the boat by a big wave. After chasing the boat for a little while, the engine finally fell off and they were able to catch up with it and row the rest of the way to Ant. Needless to say, they were exhausted and somewhat shaken up when they arrived. Chad, our resident fix-it guy, set to work to clean out the engine, which was full of sand and saltwater. While the engine was up on the beach, the whole thing spontaneously combusted. Chad, the engine, and part of the beach were all on fire! Luckily there was a barrel of rainwater nearby, so the fire was put out easily, and no one was hurt.

Along with six other girls and Mr. B, I got in a boat on Monday morning, ready to brave the ocean. After an hour-and-a-half roller-coaster ride that left us with sopping clothes and sore muscles, we arrived back home. When we drove the truck back to the school, people started running from all ends of campus to greet us. Throwing their arms around us, they all said how thrilled they were to see us. "We were worried sick about you. We called the States and had everyone praying for you!" Apparently, their boat ride back was even more treacherous than ours had been. Twenty-foot waves crashed into them the whole way back as they continuously bailed water and watched the crack in the bottom of the boat grow. Once they got back, they figured we were out in the ocean looking for them or else barely surviving as castaways on Ant Island.

I was never in any grave danger, but the SMS on the first boat definitely were. Some of them said they'd never felt like they were so close to death. Thankfully, everyone is safe and sound and back to the everyday routine of teaching.

Now that the excitement is over, it's hard to be enthusiastic about teaching again. We only have about two and a half weeks until Christmas break, but even that seems like an eternity. I'm tired of being in charge, tired of having to fight for my students' attention, and tired of trying to be a good teacher. With so few resources here, it takes an enormous amount of effort to be even slightly creative, and I just don't have the energy anymore.

Please keep all of the teachers here in your prayers, because I know we're all pretty much running on empty.



January 17, 2005 THE LITTLE THINGS

I think God knew I needed a good week-end. After spending an absolutely wonderful 12 days catching up with friends and family at home over Christmas vacation, the first week and a half back at school was less than superb. At first I was excited to be back and see my students and the other SMs. After two days, however, I realized that teaching hadn't changed; it was still a lot of work, and jet lag was catching up with me.

I didn't want to go to vespers on Friday night. After a crummy week, all I wanted to do was relax in my apartment. For some reason, though, I went, and fellow student missionary Carl Robanske gave the most powerful vespers talk I've ever heard. We were all moved. It was just what I needed. Then on Sabbath morning, I got up a little early and drove with a few others to the Kittu (pronounced Kee-chee) Adventist Church about 40 minutes away. Mr. B was preaching there, and he was desperate for a special music, so I told him that I'd go and sing. I have never been in a more welcoming church in my life. The whole congregation is made up of about three families who all go out of their way to make sure every SM knows how happy they are to have visitors. When we walk in, the service stops, and everyone turns around, faces beaming, to welcome us to church. While I was there, I also met a student's sister, who is going to be a sophomore journalism major at Southern next year. What a coincidence!

I awoke on Sunday to breakfast-in-bed compliments of my roommate Rachel! For absolutely no reason at all, she got up early and made all of us delicious pancakes and brought

them to each of us on a tray. How blessed am I? After that, I spent the afternoon with my roommates at Nihco Marine Park kayaking around a little mangrove cove.

I know this email doesn't once mention being stuck on a deserted island or sleeping in hammocks or anything terribly fantastic, but sometimes it's the little everyday events that make life truly exciting. It's amazing how God can provide exactly what we need, exactly when we need it.

February 22, 2005 MY KIDS

In my seventh-grade English class, we just finished working on composing comparison/contrast essays. One of my students closed her essay on the similarities and differences between teachers and students with: "they'll both miss each other when one of them has to leave Pohnpei."

While I'm not leaving in the immediate future, it's certainly been on everyone's mind lately. We're halfway through third quarter, and everyone says that fourth flies by. There are mornings that I wake up and wish to be anywhere but here; however, I am realizing that this place—and especially these kids—have found a place in my heart forever.

The day before Valentine's Day, I sat in my classroom and wrote personal messages to all of my students. As I did this, I realized just how much each one means to me! Even the ones who make teaching difficult have taught me things I'll never forget.

Last week I went to two different sports games that my students played in. The first was a middle school girls' volleyball game. Some of my seventh-graders are the team's all-stars. They always make sure to tell me if they have a game coming up, and their faces light up when I walk into the gym. Their team is really good, and they always win, so I have plenty of chances for hugs and high fives. Later in the week, I went to a scrimmage between the guys' varsity and junior varsity basketball teams. I had students on both sides, so it was hard to decide which team to cheer for. As they played their hearts out, I felt like one of those soccer moms who yells at her kids from the bleachers: "Come on! You can do it! Yeah, great shot!" Halfway through the game, Sama, a freshman, made a shot that he obviously wasn't expecting to make. For the next several minutes, he couldn't wipe this huge grin off of his face. It was such a priceless moment.

On the way back from a field trip, I was having a conversation with several of my senior guys. As is often the case with high school boys, they steered the conversation in order to make me as uncomfortable as possible. As I squirmed in my seat and tried to change the subject, one of the guys said, "Aw, come on, Miss; you're going to miss us!"

I sure will.



April 6, 2005 MY BALI HIGH

I spent my spring break in Bali, Indonesia! In a desperate attempt to get off of this island, I made a trip to the airport three days before break and started to mull over my options. Five days later, thanks to my frequent flier miles, I was in the air and on my way to Bali!

The entire time I was there, I felt like I was on sensory overload. The air smells of spices because inside every shop, restaurant, and hotel; on every street corner; and in all of the many temples, incense is burning constantly. Bali seems to me like a combination of mainland Asia and my own little tropical island. All the architecture looks very Asian, but the landscape is still wonderfully green and lush with palm trees and jungle in abundance.

The whole time I was in Bali, there was so much to take in that I actually felt overwhelmed on several occasions. If I wasn't smelling spicy incense, I was eating unbelievable (and cheap!) food at a five-star caliber restaurant or weaving through the labyrinth of markets and stores of bright fabrics and handicrafts or listening to the unique percussive sound of gamelan orchestras or petting exotic animals like monkeys and elephants or looking out at beautiful rice terraces carved into the sides of bright green hillsides.

In less than two months, I'll be home!

May 16, 2005 SIGNING OFF

This afternoon the first SM left the island. Larrie, a third-grade teacher, had to get back for his siblings' graduations. I happened to be free when the truck left to take him to the airport, so I hopped on. It was nice to get off campus, but it was also really sad. All 42 third-graders (from two classes) were running around the small airport saying goodbye to him and handing him homemade goodbye cards as his eyes welled up with tears. I couldn't stop thinking about how in exactly one week that will be me.

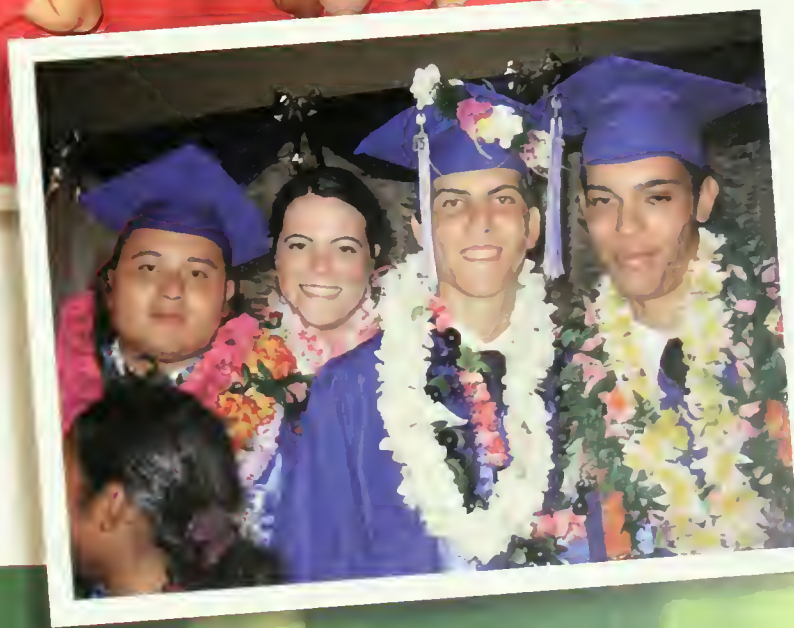
Today I taught normal classes for the last time. All that's left of my teaching career is passing out an exam tomorrow morning, and then I'm done. There were definite days when I fantasized about this day, but as expected, now that it's here, I'm awash with melancholy. Everything finished on a really positive note, which is good, but it was sad because we all knew the end had truly come.

I have so many thoughts swirling around in my head that I'm having trouble sorting through them at the moment. I'm sure I'll be better able to process it all once I'm home. One thought that keeps surfacing is how this experience is so unique for me—but not at all for the locals and my students. Every year, they get a new batch of SMs who will stay only for a year and then go home; it's old hat. I know it's kind of silly, but I don't like the thought of someone

else sleeping in my bed next year or teaching in my classroom, befriending my students, working for my principal, camping on my islands, eating at my restaurants, going to my church, etc. I am really excited about coming home. It's just hard to leave a place that you've really grown to love when you know that you may never see it again. I can't believe that about one year ago, I wasn't even sure if I wanted to come to Pohnpei. Now I can't imagine my life without it. ✧

Love,
Kelli

AFTER TEACHING MIDDLE SCHOOL AND HIGH SCHOOL ENGLISH IN POHNPEI, KELLI IS BACK AT SOUTHERN AND PLANS TO GRADUATE IN MAY 2006.





Advancing in the

by Katie Minner, senior public relations major

Chris Carey loves working with people who want to make a difference. He enjoys spending time with those who want to get involved—people who care. It's a good thing he works at Southern.

Carey, the university's new vice president for advancement, began his position in February.

"The joy of my work, in addition to working with big-hearted people, is that no day is the same," he says. "Our office engages alumni and constituents in the joy of being part of God's work."

Carey, a certified fund-raising executive for seven years, loves what he does for a living, though it is a career he never intended to pursue. Carey graduated from Andrews University with degrees in business administration and public relations—and no aspirations of a fund-raising future.

"Chris brings a level of energy, understanding of fundraising, and enthusiasm for Southern that is invigorating."

Steve Pawluk, senior vice president of academic administration

STEP/UP, a North American Division program in association with Philanthropic Service for Institutions, guided him into the field. Carey's enthusiastic personality and motto of "trusting God, building relationships, and sharing opportunities" proved to be the right fit for fund raising.

"In what other profession can you connect big hearts with compelling projects?" he asks.

The most rewarding part of his job, Carey says, is "meeting with inspirational people who understand the incredible opportunities God has given all of us to share what we have with others," while the most challenging aspect is prioritizing and handling all that needs attention.

Out of Africa

Carey comes to Southern after having served in Ghana as Valley View University's vice president for advancement. Only three years before Carey's arrival in Ghana, Valley View had become the country's first accredited private university.

Though the job was a big one, Carey's enthusiasm was clearly seen. He increased donations by 300 percent; student enrollment tripled; and the university was able to build several buildings, including a dormitory, cafeteria, and computer lab. Despite those successes, or perhaps because of them, Carey says this experience gave him a greater understanding and respect for those who worked to receive accreditation for Southern.

Even outside of work, Carey had the opportunity to witness miracles in his daily life.

On one such occasion, he and his family were traveling in northern Ghana during Christmas.

They decided to get off the main road to see a national park. Approximately 30 miles into their journey, the car died. The fuel pump was bad, and although

the car still had gas in the tank, it was too low to be useful without a working pump.

"I already had my mind set to walk an hour or two to the nearest village to get some gas," he says. It was an hour until sundown.

But his daughter, Sophia, then 6 years old, had a better solution. "Daddy," she said, "we should pray."

Five minutes after her prayer, a truck barreled down the once-deserted road. Not just any diesel tanker truck—but a gasoline truck. Though Carey was six hours from home, the two men in the truck lived near where Carey worked. Instead of charging the desperate family an exorbitant sum, the men generously refused money for the fuel they siphoned into Carey's tank until finally giving in to the Careys' insistence on payment.

"Sometimes we need a little one to remind us," says Carey. "Praying should have been the first thing I did. It served as a reminder that God is the God of big and small things."

"Chris is action-oriented and not afraid to tackle a big job. He has the energy level of three people."

Vinita Sauder, vice president of enrollment services

Opportunities for Giving

Areas of Greatest Need

Unrestricted gifts meet essential current university needs. The smooth operation of Southern provides students the best possible experience.

The Wellness Campaign

Donations help build the Center for Wellness, a facility where students, employees, and community members may pursue a fuller life by learning and living Seventh-day Adventist principles of health.

New Dimensions in Healing Campaign

With rapid growth in the School of Nursing comes a special opportunity to renovate and expand Hestir Hall. Your donation will provide increased health and ministry opportunities for students.

Passing the Mantle

Contribute to the progress of a signature sculpture that will illustrate Southern's mission of passing the mantle of education and service to future generations.

Lynn B. Wood Archaeological Museum

Support world-class biblical research and discovery at this working museum containing rare ancient artifacts.

Restoration of Lynn Wood Hall

Help Southern restore the historic building, which has served the campus for more than 75 years, back to a full-functioning campus facility.

Scholarships

Help students afford the benefits of attending a Christian campus through

the Worthy Student Fund or one of many endowed scholarships, or establish your own endowed scholarship.

Departmental Needs

You may choose to have your gift directed to the department of your choice, targeting specific programs to be further strengthened.

Volunteer

Your time and expertise are needed, too. To find out how you can volunteer, call advancement at 422.236.2829.

Right Direction

Carey is grateful for his experience in Africa, which gave him a better understanding of the world, different cultures, and different people. And as his family (wife Setsuko and two children: Sophia, 7, and Mika, 4) is acclimatizing to the Southern culture, Carey says things are going well. "The kids love Southern and Collegedale and are quickly losing their Ghanaian accents for Southern ones," says Carey. "Setsuko and I love it too."

Trusting God & Growing Connections

Carey has learned many lessons from past work experiences. One of those lessons is how alumni and donors are treated by just one department affects how they view the entire university.

"As the liaison office for alumni (and future alumni), we should never rest in trying to improve how we treat our stakeholders so they may have the best campus experience possible," says Carey.

He has learned to be prepared for and welcome criticism and evaluation in every aspect of operation. Even the simplest task can be improved to be able to focus more on relationships. Everyone's opinions count. "The best ideas and solutions can come from the least likely places," he says.

Carey knows that relying on God is the best decision one can make in any situation. "Trust God, and never stop learning," he says. "When you think you have learned it all, you will fall the hardest."

In an office that depends on the kindness and generosity of others, Carey believes relationships are the most important part of his work. "I've learned to put people first," says Carey. "I try to think of the big picture."

Visions for Advancement

Carey's goals for the Advancement Office include interacting more with constituents, formalizing a volunteer network on campus, and launching a capital campaign in 2006-07. He wants to get alumni more involved with the school both monetarily and in operating.

"I want them to have more opportunities to be engaged on campus," says Carey. "I want to make sure alumni know their gifts are important." He measures his success by an increased level of commitment and involvement from people who

appreciate the importance of Southern's success and are willing to help.

Carey says, "We have made job description changes to include the duties of a volunteer liaison officer who will oversee our new volunteer network

"We are grateful to have a person of such extensive experience and youthful enthusiasm in advancement. Chris Carey is a creative, enthusiastic, and professionally competent addition to the leadership team."

Gordon Bietz, president of Southern Adventist University

called Southern Lights, a fun group involved in meaningful work and provided with special opportunities and programs just for volunteers."

Carey is excited about new projects and the opportunities he has in his position to reach people. "I have a lot of enthusiasm, and God has given me a love for this work," he says. ✧

Three Ways to Contribute

- Call 1.800.Southern.
- Mail your check to Southern Adventist University
- Donate online at advancement.southern.edu

Still have questions? Email the Advancement Office at advancement@southern.edu.



Chris Carey, new vice president for advancement, his wife Setsuko and their two children: Sophia, 7, and Mika, 4.

What to Do W



With a Cave

by R. Lynn Sauls, '56

Having never seen mountains before I came to Southern in 1950, I couldn't rest until I had climbed all the hills behind the campus and across the valley. I wanted to see what lay beyond. Then I discovered the cave.

You can see mountains without climbing them, but all you can see of a cave without going into it is an entry hole.

The unknown was tantalizing. I went back to the dorm to get a flashlight. Not knowing that caving safety requires telling someone where you are going and when you plan to be back, I climbed up the embankment to the entrance and down into the cave. Alone. With just one flashlight and no extra batteries.

The small entrance was deceiving. It opened into a wide corridor that went back into the cave 400 feet. I carefully made my way to what seemed the end of the cave. There on the left was a pool, the clear water one to two feet deep. The rim stone holding the water was delicate and

beautiful. To the right was a narrow ledge with a low ceiling. The ledge was wet and muddy. Beyond, the passage turned toward the darkness. I did not have enough courage to go further.

A few weeks later, Nat Halverson, '63, provided the courage. He reached the place where the passage turned by wading through the rim-stone lake. I reached it by crawling along the ledge. Then, as I remember, the cave continued, much narrower, with a passage descending

to the right that

branched out, one way leading to a small room and the other leading to a larger room and lots of mud. It's difficult now to remember the configuration of all the passages. I do remember that just after the cave entrance a narrow passage to the right led to a

second smaller entrance, of which we had been unaware.

I also remember that when we were in the large terminal room, we turned off our flashlights. It was so dark we could not see our hands when held in front of our eyes. A memory verse comforted me: "The darkness hideth not from thee;...the darkness and the light are both alike to thee" (Psalm 139:12).

What do you do with a cave?

Ignore It

I recently asked a few alumni if they had ever entered the cave over by the old quarry now known as Student Park. Many had not.

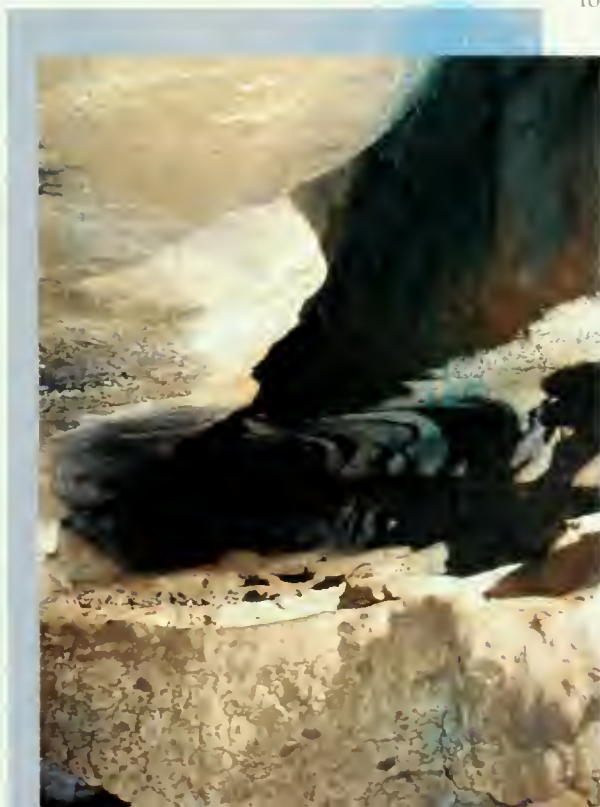
"Not only did I not know there was a cave, I did not know there was a quarry," answered Bill Hunter, who attended Southern in the 1960s.

"No," said Lorabel (Peavey) Hersch, '41. "I never liked to climb up or climb down."

"Absolutely not!" responded June (Thorpe) Blue, '43. "I have claustrophobia."

"I didn't see any reason to go into the cave," said DeWitt Bowen, '49. "I hadn't lost anything in there."

What can you do with a cave? It's possible just to leave it alone. And that's what many students did.



Use It for Recreation

Even if many students could ignore it, school administrators could not. They wrestled with

the question,

"What do we do with the cave?"

"The cave has always been a problem to school officials," says Forest LaVerne Fuller, '50, whose father, George N. Fuller, served on the staff starting in the early 1920s. "They did not want anybody to get hurt and frowned upon hiding places where young people could be tempted to engage in inappropriate behavior."

The school's first approach after moving from Graysville was to use the cave for student recreation.

Lorabel tells how caving was part of Southern Junior College's activity program in the 1930s: "There were boys' days and girls' days. A group of girls could go into the cave on the appropriate day if they got the dean of women or an assistant dean to go with them."

This policy, designed to keep students from going into the cave by themselves, backfired. By going into the cave in a group under supervision, many young men

CHEROKEES IN THE CAVE?

Help Us Solve the Mystery

Rumors of Cherokees storing items in Southern Adventist University's cave have been around since the 1940s. But are these accounts fact or folklore?

A student paper written by Cecil Coffee, '49, described how Cherokee Indians had hidden something in the cave while they were being driven to Oklahoma by government troops. Some of their descendants visited the campus about 1925, according to the paper, and investigated the caves with the aid of an old map. No one knew whether or not they found what they were looking for.

A similar story told to Bradley Hyde, '71, by his friend Larry Hanley is that Everett Watrous, professor of History from 1948 to 1970, told him that tribal elders requested permission in the 1950s to look for something in the cave. Watrous went with them to the cave and stood outside. In 10 minutes the elders returned with the items they sought.

The two stories are similar, but did tribal elders come in 1925 and also in the 1950s? Or did the 1925 legend get mixed up in the minds of those who heard it in the 1960s?

If anyone can shed light on this mystery or any event related in the accompanying article, please write to the COLUMNS editor, PO Box 370, Collegedale, TN 37315-0370 or email columns@southern.edu.

afternoon. As an older student and first editor of the *Southern Accent*, Frances was allowed to live outside the women's dorm. She shared one of the Normal Building's attic apartments with Home Economics Teacher Lois Heiser (later Jacobs). Music Teacher Dorothy Evans (later Ackerman) and several other female staff members also had apartments there. The group frequently took walks together. One Sabbath afternoon Evans suggested that instead of just taking a walk over to the quarry, they go see the cave. All agreed, and Frances did so exuberantly.

They did not go far into the cave. "How far can you go into a cave in a dress?" Frances asks rhetorically. "Pants were forbidden to Southern women in those days."

Several young men saw them leaving the cave. The story spread all over campus. President Kenneth Wright was not happy. He called the women into his office and rebuked them severely. "You have not been a good example to the young ladies," he said.

If President Wright was upset about women going into the cave, he would have been furious if he had known I took Helen (Baat), '52, '63, to see the cave shortly before we became engaged in 1951.

Create Lasting Memories

By the late 1960s, restrictions on couples had relaxed a bit. But even then Pati (Heringer) Herman, attended, and her friends could have gotten into trouble by going into the cave.

This is her account: "Joe, Paula, Dan, and I ventured into the cave to see how far we could get. There was a shallow lake about halfway through the cave, and three of us wanted to wade through it to see what was on the other side. Paula did not. I was elected to stay behind with her while Joe and Dan proceeded. They moved out of sight around a bend, their voices trailing back to us as they went forward. Sud-



denly there was a loud splash and then the candles went out. We could hear Joe calling in the dark for Dan, who never responded. Paula and I were quite unnerved by this. Dan could be hurt—or dead. And if we went for help, we would all get into major trouble. Fortunately, the guys gave up their little joke before Paula and I were too hysterical.”

When David Winters, '71, took Judy Brodersen, '70, into the cave on May 2, 1968, it was not just for a lark. David had serious business in mind. He proposed. Judy accepted.

“The cave brings back happy memories,” said Judy. “We just had our 35th anniversary, and he gets better all the time.” David is now head physician at Collegedale Medical Center. Judy is an associate professor of nursing at Southern.

Store Food in It

On occasion the cave served practical purposes for Southern.

Grace Thatcher, whose husband sold the Thatcher farm to the school in 1916, told how they kept watermelons fresh in the cave until Christmas.

Forrest Fuller, '50 remembers entering the cave with his parents during the 1930s. One of the students from the school had built boxes and was trying to grow mushrooms commercially. “For years afterward, anyone entering the cave could see the boxes,” says Fuller.

For three years, Charles Lacey, then director of Grounds, was overseer of a 12-acre field planted in the spring of 1974 to provide vegetables for the cafeteria when food prices skyrocketed.

“Students could eat vegetables grown on our patch all summer,” says Lacey. “But what about during the fall, winter, and spring?” He lay awake nights trying to think of a place where the vegetables could be stored. One night the answer came to him: the cave.

Lacey modified the cave entrance by having the boulder and dirt from below the entrance removed, hauling in gravel to make a fat area

just inside the cave on which to set crates of vegetables, and sealing the entrance with concrete blocks and a locked gate. Potatoes kept better in the cave than any other vegetable. During the third year 40,000 to 50,000 pounds were stored in the cave, which has since been nicknamed the Potato Cave.

“We quit growing vegetables after the '976 harvest because the price of food on the market had gone down considerably,” says R. C. Mills, then business manager. “We could buy it cheaper than we could raise it.”

Block It

After the cave was no longer used to store potatoes, Southern administrators were concerned about the cave's accessibility. They didn't want anyone to be injured, and they didn't want to be sued. For 15 years, the cave gate was breached and repaired time and again. Then the university made attempts in the 1990s to seal the entrances, but spelunkers kept breaking in.

Meanwhile, others were calling for a different approach. Faculty members and students who had enjoyed exploring the cave with their friends and children wanted access to the cave for responsible people. They also wanted the cave protected from trashing, graffiti, and destruction of stalactites and other formations.

Members of the Chattanooga Grotto chapter of the National Speleological Society and other environmentalists wanted the cave protected because it was the habitat of bats and other forms of life. While a load of concrete was on its way from Chattanooga to seal the main cave entrance in 1992, then-President Donald Sahly received a call from Lt. Dennis Curry of the Chattanooga-Hamilton County Cave Rescue Team indicating that because of the bats that lived in the cave, it was unwise to completely close the entrance. Arrangements were then made to leave a hole in the concrete obstruc-

tion 10 feet above ground level, through which the cave's bats could fly in and out.

The last breach of the cave occurred in 2000 when vandals enlarged this hole. After that, entering the cave through that hole was the most dangerous part of exploring the cave, according to Michael Hills, professor of outdoor education and instructor of Southern Adventist University's caving course.

Open It for Education & Exploration

Under the influence of Professor Carl Swafford, the School of Education introduced B.S. and M.S. degrees in outdoor education in the late 1990s. The cave was then a needed educational resource. By 2004 Hills was ready to make a proposal to the administration to reopen the cave and let the School of Education and Psychology manage it. Hills showed how managed accessibility would bring benefits to the university, minimize legal liability, provide safety for those who use the cave, and protect the cave itself.

“We recommend reopening the cave, gating the entrance according to industry standards, and implementing a management plan for safe and responsible use,” concluded Hills in his proposal.

The administration favored the concept and asked for details. When Hills presented the details in November 2004, the administration approved. Removing trash, cleaning walls of graffiti, and gating the entrance prepared the way for the grand opening on April 1, 2005.

At the opening, President Gordon Bietz said, “Now under the management of the School of Education and Psychology, the cave will once again be open for exploration.”

Today, after many years of ambivalence toward the cave, Southern welcomes individuals and groups to explore up to 2,306 feet of underground passages.

What do you do with a cave? Southern Adventist University now knows. ✧



The student body is a mix of 11,000 students from across the United States. Southern Adventist University is a private, non-profit, Christian university. It is a member of the Southern Association of Colleges and Schools (SACS) and the Southern Baptist Convention. The university is located in Collegedale, Tennessee, and is known for its strong academic and athletic programs. The cave is a popular destination for students and faculty alike, offering a unique underground experience.

MAP DISPROVES MYTHS

When William Green, Chief of the Tennessee Cave Survey, presented a cave survey map of the cave in 1992, he wanted to show the cave was a safe, accessible, and well-maintained area. The map showed the cave's layout, including the main entrance, the Potato Cave, and the various underground passages. The map also showed the cave's location relative to the surrounding area, including the city of Chattanooga and the Tennessee River. The map was a valuable tool for cave explorers and researchers, and it helped to dispel many myths about the cave.

HOW to Avoid Procrastination

by R. Eldon Roberts, 72

In my senior year of college, I delayed a term paper for a class in my major and received a D for the course. As a consequence, I did not graduate with my classmates.

This type of behavior continued for years until I began to focus on the negative impact procrastination was having on me. I began to scrutinize my personal life and the example I

administration work. I observed that students and adults intentionally put off what should be done. As a motivational speaker for five years, I was reminded that procrastination is a common problem for businesses. Now I continue to work with students who struggle with completing assignments, reports, projects, and term papers in a timely manner.

When coaching a struggling procrastinator, I first focus on discovering what type of procrastinator that individual is.

Determine the Kind of Procrastinator You Are

There are two kinds of procrastinators. The **relaxed procrastinator** is easily distracted and will eagerly begin a social activity rather than finish what has already been started. The possibility of failure is ignored in favor of a more attractive task. It is likely that such a person will deny that he or she procrastinates at all—or that it will have an impact.

Relaxed procrastinators tend to be easily frustrated and self-indulgent

Since the cause of their procrastination is in agreement with their values, it is harder to find the motivation to create new patterns of behavior. Many times only a crisis situation will awaken them to reality. It might take losing a promotion or other work-related recognition, flunking out of college, being fired or losing a friend for them to realize they need to change.

The **tense procrastinator's** biggest problems are fear and indecision. This person knows of the potential to fail, and that knowledge creates fear, which immobilizes the tense procrastinator. Unable to decide how or when to do something, he or she may not even start the work. This procrastinator may feel overwhelmed by what is to be done, have an unrealistic concept of time, lack clear personal goals, find a reason why the work isn't done, and know who to blame for it. Many times work will be started but never completed because it doesn't meet the standard of perfection.

The tense procrastinator is afraid of failing and being less than perfect and believes his or her identity and value are dependent on what he or she can accomplish. Procrastination produces failure, failure results in guilt, and carried guilt causes depression.

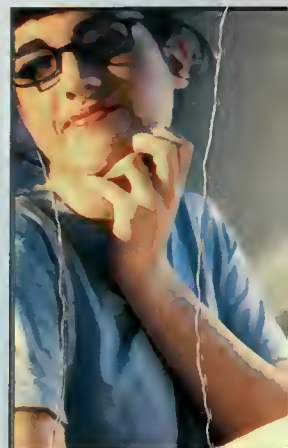
Many people begin procrastinating thinking it will bring happiness to brush unpleasant activities aside. The immediate relief from

was setting for my students, and I had become a teacher. I bought books, researched the subject, and began preparing material to be used in my classroom so I could help my students overcome this habit. As I talked to them, I taught myself.

While studying the topic, I realized my children, students, and business associates were watching me to see if I could change. And while working with them, I changed. I had to. What good are my words if I cannot live by them?

During more than 30 years of classroom and

and need to have people around. Their self-esteem is dependent on interaction with others. Because of these strong emotional connections, they have a harder time overcoming the habit. The social interaction distracts them from stressing about the priority task. Their social needs are being met, which fosters a feeling of comfort. Their value system establishes that relationships are more important than tasks. They are more likely to have a sanguine personality and less likely to have ADHD.



responsibility prevents them from addressing the relationship between procrastinating, failure, and unhappiness. Procrastination is only a temporary escape from the source of anxiety and fear. But it is escape from something deemed unpleasant, and that reinforces the behavior.

Overcome Procrastination

You may have developed the routine of putting things off, but that routine can be turned around. You can take back control of your behavior choices. Here's how.

STEP 1 *Change your attitude.*

If we *have* to do something, we don't feel in control of the situation. In turn, we may feel a little resentful toward the task, and putting it off helps us regain the feeling of control.

Turn your negative attitude into a positive one. Change "I *have* to do this" into "I *want* to" or "I *get* to" or "I *choose* to." For example, instead of, "I have to write the final report for the board," say, "I have been chosen to write the report."

STEP 2 *Write it all down.*

Make a to-do list of things you need to get done: the appointment you want to keep, the bills you plan to pay, the sink you choose to fix, the lawn you want to mow, and all of your chores and responsibilities.



STEP 3 *Create a schedule.*

Map out your *day*, right down to the minutes. Account for all of your time. When do you go to work? What time will you get back? When will you eat supper? Be sure to include some personal time too. In between the locked-in times of the day, schedule tasks you are responsible for. Using the to-do list you created, determine which ones you can fit into the day. Fitting tasks into short periods of time often gives the procrastinator that sense of crisis needed to get the work done.

Keep Up the Good Work

Recovering procrastinators need motivation. You can create motivation by keeping a dated record of the tasks you complete. Seeing your accomplishments written down is great reinforcement. Being able to look back at your successes and recall good feelings can motivate you to repeat your effort and break the procrastination cycle.

When you complete a task, give yourself a reward for accomplishing that goal. Treat yourself to ice cream, your favorite TV show, or a good book. You might get up a little earlier in the morning, complete a task, and then turn breakfast into your reward. As an added bonus, for the rest of the day you'll have the great feeling of being liberated from another completed chore.

As you ponder your procrastination tendencies, it will help for you to understand what your core values are. Core values are principles that form the center of your beliefs and character. Some examples of core values are a growing relationship with God, family, honesty, and excellence. Can habits of procrastination peacefully

"Find a way to get it done, not a reason why you can't."



co-exist with your personal core values? Some behaviors, left to grow, will forcefully replace important core values. Habit is one of the strongest forces in our lives. When there is a conflict between stated value and habitual behavior, a person will often adopt a new value that agrees with the behavior, even if the value is illogical.

Having a personal mission statement can help you focus on the *why* and the *how* of the work you are doing and of the way you're living your life. Write out a personal mission statement, and post it in a place where you can regularly read it.

Basketball Coach Bobby Knight once said, "Do what has to be done, when it has to be done, as well as it can be done, and do it that way every time." I recommend that goal for every recovering procrastinator. Create in your mind an image of who you want to be, and work toward that image. Talk to yourself when a decision must be made. Use statements like, "I choose to mow the yard now." "I will complete this task before I eat supper." "I am the kind of person who can be trusted to get the job done." These positive affirmations will strengthen your resolve to be in control of all your choices.

My mantra is "Find a way to get it done, not a reason why you can't." Success and happiness can be achieved by completing your work—not by putting it off. ✧

R. Eldon Roberts, '72, is the director of Learning Success Services at Southern Adventist University.

SIT, AIBO!
SIT!

TYSON'S BEST FRIEND

ARF! ARF!



What's cooler than a computer?

Not much, says Tyson Hall, assistant professor in the School of Computing.

Walk into his office and you'll find robots; electronic gadgets; and even "man's best friend," his dog, Aibo.



by Katie Minner, senior public relations major

Aibo loves playing with his toys. He responds to kind words and likes to be scratched behind his ears. He can learn new tricks and craves the attention of his owner. But unlike most dogs, Aibo also happens to be reprogrammable.

Aibo, a robotic dog from the Sony Corporation, is one of many changes Tyson Hall has brought to Southern's School of Computing.

"I want students to know that computing is cool—not geeky," says Hall. The addition of Aibo may be just the ticket. Computing students will learn about Aibo in class, and each student will develop a new characteristic to program into the dog.

Aibo is a part of the university's new embedded systems major, which Hall helped create.

"Embedded systems are small, specialized computers designed to perform a dedicated task or limited group of tasks," says Hall. Cell phones, CD players, digital clocks, and robots all contain embedded systems.

Hall's experience with embedded systems includes the creation of a patented computer chip. He and six other faculty and students from the Georgia Institute of Technology in Atlanta submitted a patent that included Hall's graduate thesis work—a new analog computer chip that can last on two AA batteries for thousands of hours.

"It will revolutionize hand-held computing," says Hall. If the chip becomes popular, it will potentially be built into digital cameras, cell phones, and other mobile devices.



Connecting to Technology

Growing up, Hall's aspirations were more along the lines of preaching than programming. Although he was the only student in his elementary school class who typed assignments on a computer, Hall planned on becoming a pastor until he worked in Southern's Information Systems Department during his junior year in high

school. He enjoyed working in the department so much, that he began considering a computer engineering degree.

After attending Southern for two years, Hall was faced with the difficult decision of whether or not he should transfer to Georgia Tech to complete a bachelor's in computer engineering, a major Southern does not offer.

Realizing that the secular atmosphere might affect him negatively, he prayed he would make the right decision. One day his father came to him with a quote from Ellen G. White's *Selected Messages*.

"There are those who...should enter these institutions of learning as students. They can keep the living principles of the truth and observe the Sabbath, and yet they will have opportunity to work for the Master by dropping seeds of truth in minds and hearts. Under the influence of the Holy Spirit, these seeds...will result in the saving of souls."

The quote was the encouragement that Hall needed, and he started packing his bags for

Atlanta.

I CAN'T WAIT
TO HELP EMBEDDED
SYSTEMS MAJORS LEARN
AS THEY PROGRAM
ME WITH NEW
MANNERISMS.



The lack of spiritual emphasis on campus wasn't the only change Hall had to get used to on Georgia Tech's campus.

"It shocked me how many students didn't come to class at Tech," he says. "The class emptied to about half of its original size, but I just figured the students had dropped out. Then the first test rolled around, and the class was full again! The students at Southern are a different caliber than those at Tech."

Whatever the differences, Hall is grateful for his experience in the College of Engineering. He discovered at least one similarity between him and his peers: the love of technology.

His mother says that he came home one weekend from a busy week at school and said, "I finally found people like me!"

Hall laughs at the exaggeration but admits it is essentially true. "I love technology, and I had finally found others who love it too," he says.

A Faithful Witness

Finding some common ground with his peers didn't change perhaps one of the most obvious differences between them. "I discovered that much of my vocabulary was distinctly Adventist," he says. "I had to refrain from referring to the seventh day of the week as 'Sabbath' instead of 'Saturday,' because the term 'Sabbath' was usually met with blank stares."

Although Hall changed his vocabulary a bit, he wasn't afraid to talk about being an Adventist at school. In fact, he would discuss issues of faith for hours with his professors.

"One time, my adviser (a devout Mormon) and I were discussing religious matters, and I made some reference to Uriah Smith," says Hall. "Confusion ensued until I corrected my mistake. I had meant to refer to the Mormon prophet Joseph Smith, not the Adventist pioneer Uriah Smith. We both had a good laugh."

Mike Furman, a professor at Georgia Tech and Hall's work supervisor, says Hall always worked hard and was willing to help out fellow students. After seeing this, not a semester went by that students wouldn't ask Furman, "What do I have to do to be like Tyson?"

"My answer was always the same," Furman says. "I would tell them, 'Bring the integrity that Tyson always brings to the table, and there's a chance.

From Building Blocks to Robots

Pull out a box of LEGO toy blocks, and you have instant entertainment for kids (and adults) of all ages. But did you know some kids are gaining more from these colorful blocks than simply an afternoon of amusement?

A League of Our Own

Last spring, teams of elementary and high school students learned

teamwork, critical thinking, and problem-solving skills as they built and programmed

robots to participate in the first Southern Challenge of the Adventist Robotics League.

The Adventist Robotics League, which was started to give Adventist children the chance to participate in non-Saturday tournaments, is affiliated with First LEGO League International, a program that involves students in building and refining fully autonomous robots designed to

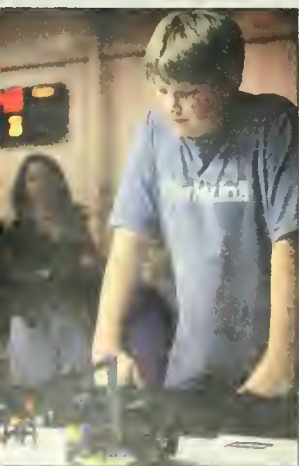
perform according to the LEGO League's yearly challenge.

Challenging the Limits

Held at Southern, this year's challenge was themed "No Limits." Students designed robots that could overcome physical restrictions and competed with them on an obstacle course. Part of their assignment was to research physical disabilities and methods of building robots to reach beyond those limitations. An awards ceremony wrapped up the event. Students were presented with trophies, made of colorful LEGO bricks, recognizing areas like teamwork and design.

Tyson Hall, assistant professor in the School of Computing and event manager for the Southern Challenge, is excited about the impact an event like this can have on children. To him the challenge is a way to engage students in teamwork and problem solving, concepts that will benefit them their entire lives. "The goal is not to compete," Hall says. "It is more about a hands-on way of learning."

Teachers and students are already preparing for the second Southern Challenge to be held in April 2006. The theme will be Ocean Odyssey.



New Equipment for the School of Computing

Without it, you will never be like Tyson. Everything he does is a product from within."

David Anderson, a professor at Georgia Tech, was Hall's graduate thesis adviser. "He is absolutely remarkable," Anderson says. "He's not only passionate about his research, but he is passionate about his faith and beliefs." Anderson recalls something Hall once told him. "He said, 'If you see a turtle on a fence post, you know it didn't get there by itself.' I'll always remember that."

I LOVE TO
PLAY MUSIC, REMIND
YOU OF EVENTS, WAKE
YOU UP, TAKE PICTURES,
AND HOUSE SIT WHEN
YOU'RE AWAY!



The proverb may not be Hall's own, but it aptly describes his attitude regarding personal achievement. It is clear he didn't get where he is now on his own. "In each small accomplishment that has been credited to me, I see God's outpouring of blessings," says Hall. "Each award or honor has created an opportunity for being a witness to intellectuals who would hear no sermon and receive no Bible study save the living example of a committed Christian."

Hall graduated among the top five students in the School of Electrical and Computer Engineering and continued there for his master's and doctorate degrees in electrical and computer engineering.

Instead of attending his graduation ceremonies held on Sabbath, Hall conducted a Christmas concert at his home church of Bowman Hills in Cleveland, Tennessee. For the concert Hall gathered together a 30-piece community orchestra and 30-member choir. Even his thesis adviser came to sing in the choir. The Christmas celebration was a hit, and the group now performs every other holiday season.

Training God's Army

Hall interviewed for positions at a few schools and received multiple employment offers. While searching for the right position, Hall says his situation was like Samuel passing over David's older brothers before anointing

David. He declined the offers because he knew he belonged at Southern Adventist University.

Hall's experiences have taught him that gaining professional respect from his peers is an essential part of personally sharing the Gospel of Christ. "I believe that if we are to be effective witnesses, we have to know what we are doing in our fields." This belief motivates Hall to encourage his students to excel.

"I'm like a drill sergeant training students up to be an army of witnesses for God. Well, maybe not quite a drill sergeant," he says with a smile.

One of Hall's aims while at the university is to bring a deeper research element to the classes offered by the School of Computing.

"Students in a technical, hands-on major like embedded systems need to be exposed to research and real-world projects," says Hall. "Laboratory projects have to be of limited scope to fit within the time constraints of class, but research projects expose students to the full extent and effort required to design a system from start to finish," he says.

Hall, who recently authored a textbook, has begun grant writing for education-based research and has submitted the second National Science Foundation grant presented by Southern in the past decade.

Happy to see his dream of returning to teach at Southern coming true, Hall comments: "It's been amazing to see the 'coincidences' that brought me here. I had a vision of coming back to Southern to start this program, and I believe that God has brought me here for a purpose." ♦

The School of Computing received a donation this summer from Altera Corporation valued at \$115,990.

Altera, based in San Jose, California, develops cutting-edge technology to sell directly to customers. The company offers a program that assists universities in maintaining up-to-date computing tools.

The donated field programmable gate array boards (FPGA) and computer-aided design (CAD) software will be used by embedded systems majors to gain hands-on experience. Students can use the equipment to design a processor and use the technology to simulate how the processor would run if created. They will also be able to research reprogrammable computing on the equipment, aiding engineers in designing new computer chips.

"I've had more than five years of positive dealings with Altera," says Tyson Hall, assistant professor in

the School of Computing. "This donation is just the most recent evidence of that."

Hall worked with the company while attending the Georgia Institute of Technology, where he used Altera technology. He connected Southern to Altera in 2002 by requesting an equipment donation, which the corporation granted.

Hall contacted Altera in December. "I told them about our new embedded system program and asked them to continue their support for Southern," says Hall. "They again agreed to donate their latest FPGA boards and CAD software."

Being a member of the Altera University Program means Southern is licensed to use their software and customer support indefinitely and benefits

from special prices on hardware purchased from Altera.



MEET THE NEW GENERATION OF ALUMS

They're entering your workplace, leading in your church, and buying homes in your neighborhood. America's youngest generation (known as "millennials") is growing up. But who are the people behind these energetic faces? And what are their thoughts of the future and the roles they hope to play in it? Find out from 2005 graduates: Heidi Martella, mass communications; Jonathan Russell, theology; and Kelly Razzouk, music.

by Lori Fletcher, '94, and Katie Minner, senior public relations major

What are you doing this year?

Heidi: I am beginning my work-force experience by interning at the South Coast Medical Center in Laguna Beach, California. This is an Adventist Health internship.

Jonathan: I began working as the youth pastor at East Salem Adventist Church in Salem, Oregon, in August. I plan to be in Salem for about two years before going to Andrews University to get my MDiv. In the meantime, I will be finishing my MBA through Southern's online program.

Kelly: This summer I interned with the International Human Rights Law Institute in Chicago. In August, I began law school at DePaul University in Chicago.

How do you feel about leaving Southern and heading into a new chapter in your life?

Heidi: I enjoyed my experience at Southern, but I'm glad that chapter of my life is over so I can begin a new chapter. The first few weeks after graduation, I experienced some withdrawals from studying, working, and hanging out with my friends. There is a certain amount of nervousness associated with leaving behind the familiar and heading into unfamiliar territory.

Jonathan: It is scary to finally be in the real world, but I know that I've received excellent training from Southern. I know that God is leading in my life and preparing me for whatever challenges confront me in the future.

How did being at Southern help you mature in your walk with God?

Jonathan: I had to learn to do a lot of things on my own when I moved to Southern and away from my family. I was able to discover my own belief in God and my own understanding of why I am an Adventist. I thank God that I was in an environment that encouraged me to seek God.

Kelly: Being at Southern enriched my spiritual life immensely. The things I loved most about Southern were that students are encouraged to participate in worship and new ideas are embraced.

What did you receive from Southern that you couldn't get anywhere else?

Heidi: God knew that I needed to be at Southern so I could network with the right people, take classes from certain professors, develop friendships, and learn to depend more on God.

Kelly: At Southern, I learned to take risks and try new things. I was very supported by faculty and staff—a support unlike that at other universities. I felt privileged to be a part of the great things that are happening at Southern. The experiences that students have there are unique and special.

Do you feel that your spirituality will affect how you interact with others in the "real world"?

Heidi: The way I believe prevents me from partaking of the so-called "pleasures of the world." The same pressures found in high school and college will still be around—but at different levels. I hope my colleagues will respect me for my beliefs.

Jonathan: If my spirituality doesn't affect my interactions with other people, then it isn't real spirituality. Spirituality means the Holy Spirit is working in me to change me and working with me to help change the world. I love Jesus, and it is my passion to share Jesus' love with each person I meet.

What important life lesson did you learn while at Southern?

Jonathan: The most important thing I learned at Southern is how to have a real relationship with Jesus. Religion Professor Philip Samaan taught me how to pray and how to study the Bible so that it makes sense.

WHO ARE THE MILLENNIALS?

Born between 1977 and 1995, this generation was raised at a time when, more than ever before in its history, our country turned its attention toward children. Largely because of this attention, members of this generation tend to be very self-confident.

Other characteristics shared by this generation include having an inherent grasp of technology, working well in groups, and appreciating structure and stability.

Source: American Bar Association

His example taught me how a real Christian treats each person he or she meets. I want to have the same compassion that Dr. Samaan demonstrates every day.

Kelly: One lesson that sticks out in my mind was how my adviser, Volker Henning, taught me to challenge myself and look beyond what is in front of me. One of the great things about Southern is that the teachers really believe in their students. I was supported, and that is an amazing feeling.

What kinds of things are most important to you?

Heidi: I grew up with a strong emphasis on family. I still place a high value on family. I'm not as concerned with financial success. The values I place on career and family at this point in my life will



KELLY

change. Right now is the time for my career. God will ordain the proper time for getting married and having children.

Kelly: I want it all. The family, the career, but most of all I believe that if I make a difference in the life of even one person, then my life has been worth living. If I can bring about positive change for just one, then it is worth it.

Heidi and Kelly, do you think the fact you are women will affect your career path?

Heidi: As I weigh employment options, I will be looking for flexibility. I want to stay home and raise kids. Whether through a part-time job or freelancing or some other option, I don't want to be out of touch with my career field. I don't want to go through a difficult transition period from being out of the work force for so long to working full time.

Kelly: Being a woman has never been an obstacle to me. I have many mentors who support and encourage me. I had the privilege of meeting the former president of Ireland, Mary Robinson. She is an example of a determined woman who is making a difference in the world.

What are some challenges you think you'll face in the workplace? How will you deal with them?

Heidi: I'm worried about the new environments I'm entering. I'm moving across the nation to get started in my career, I'll be joining a new church family, and I'll be a part of a new community. I'm afraid I don't know enough to survive in the work world. I'm worried about "What if I don't measure up?" and "What if I don't do it right?" I've been working with the Lord to turn these concerns and worries over to Him. I'm learning to depend more on God to provide for me.



JONATHAN

just theology majors who can witness; we all can. Whether through education, art, communication, or the many other career fields, we can make a difference for God.

Jonathan: As a pastor, my job is to live the Adventist message and to share it with others. My passion is to see Adventists in North America recapture the fire that burned in the hearts of believers when the Advent Movement was just beginning. I pray



HEIDI

Jonathan: Even though I've spent five years preparing for a career in the ministry, I don't really know what challenges to expect. It seems that when you work with people, you must expect the unexpected. If there is one thing I've learned while at Southern, it is that God provides a way through every situation. With God in my life, I have no fear of challenges.

A big part of the Adventist message is outreach. Have you thought about how you can witness to your new co-workers?

Heidi: During a summer internship with Girls Inc., I didn't engage in outright witnessing to my co-workers and journalism campers. I quietly ate my vegetarian lunches, used clean language, and maintained an upbeat attitude. After a while, my colleagues started asking questions about what made me different. I plan to be friendly with my new co-workers and see where God leads. I feel that God calls all of us to our professions. It isn't

that I can be used to help church members reignite the flame that has been quenched over time.

What would success mean for your life?

Heidi: If what I do with my family, church, community, and career glorifies God, I will be successful. Without God, I cannot accomplish anything and be successful.

Jonathan: Success means that when all is said and done, I have done everything that God has asked of me. Success means being a spiritual leader who helps my wife and children know God better. Success means unselfishly serving God and His people for a lifetime, no matter what happens.

Kelly: Success to me means doing my part to affect positive change in the world. Gandhi said, "Be the change you wish to see in the world." This quote means a lot to me. I feel it is important to dream big dreams and not limit God. He can use us in so many ways if we let Him. ✧



He's Got Game

by Jodi Herod, junior public relations major, and
Natalia Lopez-Thismon, sophomore mass communications major

**Dan Lim shows that games
have a place in the classroom.**

There is a distinct sound of humming machines coming from Dan Lim's office on the second floor of Wright Hall. Just a glance through his open door reveals why. The room is filled with computers ready to serve faculty and students.

Lim's inner office displays an interesting assortment of decorations, from Asian wall hangings to fun family portraits, creating a comfortable blend of the technical and the personal.

Lim was born and raised in Malaysia and spent many years in Singapore as both a college student and an academy chaplain before moving to the United States.

"Malaysia is an interesting country," Lim says, "but growing up there as a Seventh-day Adventist was challenging." A primarily Muslim country, Malaysia requires Saturday attendance even for Christian schools, so keeping the Sabbath can be difficult. Lim values the time he spent there, as it has exposed him to other cultures and religions from an early age.

While attending Southeast Asia Union College in Singapore in the mid-1970s, Lim met

his wife, Amy. The couple moved to Berrien Springs, Michigan, in 1988 so Lim could work toward masters and doctorate degrees at Andrews University. He earned his master's degree in English in 1990. During this time he worked a great deal with computers.

"I began to see that computers can have a great impact on education," Lim says. He started taking computer courses while in graduate school and eventually wrote his dissertation on computer technology in education.

After Lim obtained his master's degree in English, he was asked to return to Malaysia as a teacher at a tertiary institute. However, he would be expected to teach classes on Sabbath, so he turned down the job offer, deciding instead to remain at Andrews and pursue his doctoral degree.

Lim started working at the University of Minnesota in 1997, where he was the director of Instructional Technology at its Crookston campus, the nation's first laptop campus. During this time, Lim developed the research for ubiquitous computing (which provides students one-to-one access to computers) and interactive source ware (which involves computer-based e-learning). These efforts brought him national recognition.

Let the Games Begin

Academic gaming, which uses computer games to help students learn difficult material by engaging them in a web-based interactive quiz game format, was already a small part of his work at the University of Minnesota.

Lim started his involvement with academic gaming by developing Bible games for his daughters, Carrissa and Carina, to play on Sabbath afternoon. He wanted to find something for them to do on Sabbath that was fun and educational. Later on, the Pathfinders at his church began using his games to prepare for Bible Bowl competitions.* Soon Lim took the idea and applied it to his job at the University of Minnesota to help professors teach the students concepts that they would not have learned otherwise.

According to Lim, about half of the students surveyed at the University of Minnesota, Crookston campus, had at least one teacher who used game technology in class. Lim has created more than 100 games for all kinds of subjects including accounting, microbiology, computer science, business, and anatomy and physiology.

Though the research Lim was able to do at the University of Minnesota was fulfilling, he

and his family had been considering the possibility of a move for several years. They wanted to leave the chilly weather behind for a warmer, sunnier climate. Lim received job offers from many universities. At one point he was on the verge of accepting a position at Portland State University in Oregon.

"The day I got the offer from Portland State, I whispered a prayer," says Lim, "and the next day Southern called."

The Games Come to Southern

Lim's job at Southern is to assist and train faculty to use technology as a way to absorb students in the classroom material. In his opinion, technology can be a very unforgiving master. "We have to learn how to use it before it begins to dictate the ways we educate," he says. "I visit with faculty members to find out their needs and how they want to use technology. Our motto is: If you can imagine it, we can develop it."

Learning is not passive, and Lim is very dedicated to aiding faculty and finding new ways to help students gain knowledge. In today's fast-paced world, many students find it tedious to sit and read. Some professors have noticed reading can become purposeful when students see the material being used in an interactive way.

Nicki Parra, sophomore psychology major, had never taken anatomy and physiology, as it wasn't a required class for her degree. However, one of her goals is to become a personal trainer. She explained that in order to do this, she must know the muscles and their origins.

"Starting from scratch and learning them on my own seemed like too much work in such a small time frame, and this game was definitely the answer to my studying dilemma," Nicki says. The games helped Nicki successfully complete her personal trainer certification test.

Realizing that most educators don't have the time or expertise to create these games on their own, Lim built a website where educators from any level—kindergarten through college—can make academic games for students. All a professor or teacher needs to do is formulate the questions for the game.

"The games are an effective tool to improve teaching methods and student learning," says

Harouna Maiga, a professor at the University of Minnesota. And thanks to the games, Lim Mollete, a math teacher from Duluth, Georgia, won Atlanta's Channel 11 Class Act Award for the work he did in creating questions that motivated students.

Lim's games are arranged on the menu in alphabetical order by subject. The format is similar to popular television game shows. Each game has about 80 questions with multiple levels. When a student loses the game and plays again, the information is randomly selected so questions will be different the next time the student plays. Some students play the games for hours. Lim

Check out the following games:

Flash Learning Games: <http://flashgames.umn.edu>

Flash Bible Games: <http://tagnet.org/grandforks/flashgames.htm>

says he enjoys motivating students to go beyond the bare minimum. He feels gratified with his work when students are having fun learning.

"Can you imagine them interacting with medical, accounting, and other hard material—laughing, giggling, and even getting so much into the games that they get frustrated and angry?" Lim asks. Students gain a sense of satisfaction when they beat the next level. Not only do they feel good about themselves as they reach their goal, but they also finish with new knowledge.

Lim feels he has made a good start at Southern. Though many educators have different attitudes toward technology, one fact remains the same: if something doesn't impact learning positively, they don't want anything to do with it. Lim's goal is to help them make positive changes by incorporating the growing field of computers with education.

"I am trying to help change the culture," says Lim, "so that faculty will have the confidence to serve using technology." ✧

*This July Lim's Bible games won grand prize in *Christianity Today* Magazine's programming contest.

Watching my students use their God-given talents to draw or paint, I'm keenly aware that most of them will not have the opportunity to go into denominational employment. My job then, as their professor, is to prepare them to enter their careers equipped to become salt and light to the world, without being conformed to it.

As I see it, the main difference between a secular and a Christian worldview is how we see our present lives in relation to the big picture. With no God or heaven or eternity, the only thing of importance in the secular mindset is this time and place.

Christians, however, can relate with the children of Israel, who spent much of their time in exile. We're not in our homeland. We need to remind ourselves of this daily. Otherwise, it can be very easy to get wrapped up in secular life views, rather than being God-dependent.

How many times have I faced a stressful situation and turned first to my resources and abilities to see if I have solutions rather than turning to God in prayer? In these moments, though I still confess my belief in God and Heaven, my actions reflect that of the secular worldview we're surrounded with.

Once my students have graduated and are hurled into the world, they will face challenges similar to my own. Many of them may encounter questions that will shake their faith. My classroom may be their last stop before they leave the comforts of a church environment and become surrounded by secular thought, and I know I need to be intentional about how I prepare them for this.

This is why I take advantage of the time when they're working on art projects to read to them. I read books on Christian living that deal with biblical, practical, and experiential faith and Apologetics that specifically address why we believe what we believe in the face of a culture that does not believe. In this way, I hope to pass on solid reasons for their beliefs—knowledge that can help carry them through the faith-shaking times ahead.

I'm glad the denomination's most thriving art school is also part of the denomination's most theologically conservative university. Here we have the opportunity to prepare our students to enter the world without being conformed to it—and that is an opportunity I take very seriously. ✧

by John Williams, School of Visual Art and Design

Surrounded But Not Changed Staying True to Beliefs in a Conflicting World

In journalism, we're not just in the world—we cover the world. The world and its news are our business and our job.

Journalists see and explore everything it has to offer—the good and the bad, from murder and political dirt to charities and children. From this unique position, journalists have to be careful to not become what they see. The only way for journalism professionals to not become of the world is to know who they are before going into it.

For journalists, knowing who they are means first determining their ethics. If they're not prepared in some way with an ethical framework, the world will create one for them. In the classroom, from News Reporting to Publication Editing, we discuss current ethical issues, and students are given ethical situations to evaluate and consider. Their answers are theirs. I have no answer to offer, only guidance as they think through their thoughts, reasons, and beliefs. When they are forced to truly create their own framework, they can rely on their own critical thinking to help them navigate a changing world. Once journalists determine their frameworks, they apply it to their specific

In But Not Of the

Illustration: Jos Sawyer, '03

Each year many Southern graduates enter denominational service. Others venture into what some call the “real world.” But how are these young people prepared to biblically be “in but not of the world?” Three professors share here how they handle this challenge.

situations—which is never completely reproducible in the classroom. And that's where students defining their own code is crucial.

When I worked at the *Chattanooga Times Free Press*, I set boundaries on things like hours (I didn't work on Friday nights or Saturdays), the way I dealt with the people I interviewed (friendly but never friends), and whom I was working for (the readers, not the advertisers or officials). If I had not set those boundaries ahead of time, it would have been easy to, for example, stay Friday night when we were all furiously working to get Sunday's centerpiece done. But it wasn't an issue because I knew where I stood.

One of the most important steps in determining values is to let others decide for themselves, as well. When journalists learn to give ultimate respect to those they work with and for, their peers will, in turn, respect their limits. Once my students know their standards, they can cover any story. And while they won't agree with everything they see, it won't affect who they are and how they live. They can cover and understand the world—but not be changed. ♦

by Laure Chamberlain, School of Journalism and Communication

Strangers in a Foreign World Christian Values in a Society Driven by Greed

I know what being a stranger, or foreigner, means. Whether teaching in Hong Kong or Trinidad, Australia or the United States, as a South African I have to tread cautiously. Differences in word usage, idioms, and lifestyles create barriers that foreigners must sensitively negotiate.

Jesus also knew what it was like to be a stranger and prayed for His disciples who "are strangers in the world, as I am" (John 17:14, REB). As God's children, we live by other-worldly principles. But can we really apply those principles in a business world powered by greed?

The apostle Paul advises us: "Don't let the world squeeze you into its mold" (Romans 12:2, Philips). Bring Jesus' principles into the business world and live as a radical "stranger."

In the Ethical, Social & Legal Environment of Business class, we wrestle with the ethical dilemmas in business. How can a Christian business leader be fair to the conflicting demands of investors, customers, employees, communities, and other stakeholders? The first anchor point we recognize is that we single-mindedly and worshipfully serve the King of the universe. There is rev-

erent recognition that what we think we own and control really belongs to God, who owns all by virtue of creation and redemption.

In case after case in Organizational Behavior class, we search for ways to align the productive behavior of employees with the strategies and goals of the organization. How can Christian managers motivate fellow workers to the highest levels of service? We discover that, as partners with God, servant-leaders are to build, nurture, and maintain supportive relationships driven by love with their fellow servants. As sons and daughters of God, we are defined as a family who care for each other and have a responsibility for the welfare of all humanity. Furthermore, children of God are more interested in generosity than in equality.

In marketing classes, students are urged to first learn how to serve: take time to know your customers, learn their language, understand their needs. Then use this knowledge to craft superior service. A maxim too often forgotten is "He who serves best, profits most."

These are just a few of the principles our graduates learn before serving as strangers in a foreign world. ♦

by Neville Webster, School of Business and Management

World



Southern Assists with Hurricane Katrina Relief Efforts

When Hurricane Katrina hit the South, Southern Adventist University was among those who responded to the tragedy.

Four buses, including two from Southern, were driven by staff and community members to help transport people out of disaster areas. Although when getting close to New Orleans fuel was difficult to find, the drivers and vehicles arrived safely and were able to assist in moving people out of the hurricane affected area and into Houston, Dallas, and New Boston, Texas.

Busloads of Southern students and staff also went to Bass Memorial Academy in Lumberton, Mississippi, to provide relief to local residents and help repair hurricane damage to the campus.

The group of volunteers connected with local entities in charge of disaster relief to set up

a “base camp” approach at Bass Memorial.

Students and staff also helped bring materials to repair damage, cut trees, remove debris, and remove water-soaked carpet from the church and classrooms.

Southern has set up a Disaster Relief Fund to be used for Hurricane Katrina victims now and

become a continuing fund for future disaster relief as needs arise.

“In April, when the fire happened, Southern saw a massive outpouring of support from our community,” says Rob Raney, director of development services. “We as a university family want to show the same kind of support.”

These are just the beginning of Southern’s relief efforts for Hurricane Katrina. For updated information on what Southern is doing to help, visit www.southern.edu. To donate, visit advancement.southern.edu or call 423.236.2772.



Southern Exhibits at GC

This summer, Southern hosted a 20-foot by 30-foot exhibit at the General Conference Session in St. Louis, Missouri. Professors from the School of Visual Art and Design helped to design, create, and construct the exhibit along with employees from many other departments. Motion graphics and videos were incorporated into the exhibit theme of *Power for Mind and Soul*.

“It’s always a pleasure to be of service to the visitors from around the globe who attend each General Conference session,” said Vinita Sauder, vice president for marketing and enrollment services. “In keeping with our tradition as a university that offers an environment conducive to spiritual growth, we offered a form of spiritual nourishment to the exhibit hall attendees.” Visitors to the booth received *Power for Mind and Soul*, authored by President Gordon Bietz. The 120-page book featured devotional thoughts, photographs representing the South, quotes about spirituality from students and employees, and general information about Southern.



Devotional books (above) were given to visitors of Southern’s booth.



Southern’s Orchestra Performed at GC

Members of the symphony orchestra performed at the General Conference Session. They joined the New England Youth Ensemble in St. Louis, Missouri, on July 9. James Bingham, Laurie Redmer Minner, and Virginia Gene Ritzenhouse conducted the combined orchestras.

“Southern’s orchestra combined in 1990 with the Ensemble at the Indianapolis General Conference Session, and things went very well on that occasion,” says Bingham, chair of the music department at Columbia Union College. “Both directors respect each other, and the sense of camaraderie between groups was great.” Bingham helped pass through the General Conference Session’s music committee the combining of the two orchestras.

“Any time the orchestra plays, it represents the university,” says Brian Lauritzen, a senior music performance and broadcast journalism major. “This was a chance for us to show the Adventist world what we are doing musically at Southern. Performing on a stage that reaches hundreds of thousands of people in the denomination gives the university a presence it otherwise might not have had.”

Students Film *The Secret of the Cave* in Ireland

More than 25 Southern Adventist University students from the School of Visual Art and Design spent over a month of their summer filming *The Secret of the Cave* on Achill Island off the coast of Ireland.

During the last week of May, students began to arrive on Achill Island in the town of Doogort. Cast and crew worked for five weeks in Ireland shooting the film and also spent one week shooting in Collegedale.

The Secret of the Cave is based on a children's book with the same title by Arthur S. Maxwell. The movie centers on a young boy and his adventures while solving a mystery in a small fishing village. The movie also emphasizes the importance of family as the boy discovers his roots while traveling with his father.

Students were given the chance to collaborate with professionals, therefore creating a valuable learning environment during the mak-

ing of the movie.

"Given the opportunity, students can do amazing things," says Zach Gray, instructor in the School of Visual Art and Design and director of the film.

"The goal is to produce a commercially viable Christian film in collaboration with the university, students, and professionals," says David George, assistant professor in the School of Visual Art and Design.

Students were able to cast Irish-born actor Patrick Bergin, who also appeared in *Sleeping with the Enemy*, to star in the film. "We worked with an extremely talented local Irish cast and Southern students to bring these characters to life," Gray says.

The film will be approximately 90 minutes long and should be completed mid-year in 2006.



Filming of *The Secret of the Cove* progresses as Director Zach Gray (center left) and Producer David George (center right) rehearse a dolly shot at "Mrs. McIntyre's House."

Kevin Novotny, as "Roy" (left), the main character in Southern Adventist University's latest film *The Secret of the Cove*, on location in Ireland with Maria McDermottroe, as "Mrs. McIntyre."



Eighteen Students Preach 19 Sermons Each This Summer in Madagascar

Eighteen Southern Adventist University students spent three weeks of their summer preaching an evangelistic series in Antananarivo, the capital city of Madagascar.

"Students got academic credit, and at the same time they made a contribution to the work in Madagascar," says Religion Professor Carlos Martin, who accompanied students on the trip.

Students spent three to four hours a day preparing for their sermons. They each preached 19 evangelistic sermons and three Sabbath sermons.

Since 2001, the School of Religion has been

sending students to the mission field in Madagascar. Six Southern students spent their spring break preaching sermons in Antananarivo in order to lay the groundwork for the students who would be arriving in the summer.

As a result of the evangelistic work done during the spring and summer, 868 people gave their lives to Christ and were baptized.

Southern requires all religion majors to conduct a full evangelistic series before graduating. In addition, the School of Religion would like to give every student at Southern the op-

portunity to host an evangelistic series, whether or not they are theology majors. Non-theology majors will receive training and then be given an assignment either at home or abroad. Students have had the opportunity to preach in Ghana, Romania, the Dominican Republic, South Africa, Mexico, North Carolina, and Kentucky, among other places.

"The School of Religion covers the price of the tickets, food, and lodging. Students pay only tuition," says Martin. "What else can we do to convince students to become evangelists?"

Ninety Musicians Attend Southern's Chamber Music Weekend

Ninety musicians came to Mabel Wood Hall on Southern Adventist University's campus to participate in the 8th annual Chamber Music Weekend in June. Participants of all ages from varying parts of the country attended.

"We have people involved from age 8 to the age you don't want to ask," says Bruce Ashton, a professor in the School of Music. "Over the years we've had people as far away as Michigan, Colorado, and Florida attend, although the majority of participants are local."

Ashton and his entire family plan the events of the weekend. The Ashtons have a passion for playing music together as a family.

"We find so much joy in playing together as a family that we wanted to share this with other

people who either didn't have the experience or who also love doing it and want to do some more," Ashton says.

The first Chamber Music Weekend was held in 1998, with 35 people in attendance. This year's program had the highest number of musicians at 90.

"I honestly couldn't tell you how it has grown over the years," says Ashton's daughter, Ellen Francisco, who was the director for the weekend. "Every year there are more participants, and every year they say, 'Do it again!'"

Throughout the weekend, musicians had the opportunity to play together in hour-long chamber music and orchestra sessions as well as to perform for the Collegedale Church.

Recent graduate Kristin Holton says the weekend was a valuable experience for her. "It gave me an opportunity to play music I wouldn't otherwise play, and it allowed me to meet people from all over the country."

Francisco and Ashton would both love to see more alumni participate in the Chamber Music Weekend.

"The people we'd really like to get more of are the folks who played in college and don't have an outlet for it anymore," Francisco says.

Anyone interested in more information should visit www.chambermusicweekend.org.



Above: Professor Scott Ball playing string bass.
Left: Participants perform for the Collegedale Church.

Architectural Drafting Degree Added

A new degree in architectural drafting began this fall. This two-year program gives students the ability to develop complete sets of plans for residential construction.

Students are trained through hands-on experience on up-to-date releases of AutoCAD software.

The associate in technology degree includes courses such as Introduction to Drafting, CADD Mechanical, Methods and Materials of Construction, Small Business Management, and Blueprint Reading.

Upcoming Events

ViewSouthern	September 25-27
All-Night Softball Tournament	October 1
Sunbelt Cohutta Springs Triathlon	October 2
Midterm Break	October 20-23
Alumni Homecoming	October 27-30
Thanksgiving Break	November 23-27
Christmas on the Promenade	November 29
Winter Commencement	December 14
Christmas Break	December 15-January 8

LifeTalk Radio Moved to Southern

Southern Adventist University's campus is the new home for LifeTalk Radio. This Christian radio network airs a variety of programming, from music to news as well as a number of religious programs such as *Amazing Facts* and *It is Written*.

"We have a 24-hour, 7-days-a-week, 365-days-a-year network," says Chare Gallimore, director of development for LifeTalk Radio. "In addition to the number of stations we own,

local churches also own a number of stations that we provide with 24 hours worth of programming."

LifeTalk Radio owns more than 50 stations and can be listened to online at www.lifetalk.net. Its website receives 8 million hits a month.

"Through the Internet, we're contacted by countries around the world," says Gallimore.

LifeTalk is in the process of creating DVD Bible studies complete with biblical animations

created by Southern students to make the Bible come alive.

"Southern's students are the reason we are able to utilize cutting-edge media forms," Gallimore says. "One of the primary reasons we moved to Southern's campus is because Southern has such a dynamic media/graphic department." LifeTalk employs approximately 12 students during the school year and offers internship opportunities during the summer months.

Nursing Graduate Program Has 100 Percent Pass Rate in First Five Years

Two more students recently passed their national certification exam for Family Nurse Practitioner, giving Southern Adventist University a 100 percent pass rate on the FNP exam.

Southern has offered a Master of Science in Nursing (MSN) for five years and has seen all four graduates pass their FNP national certification exam.

"The exam is very challenging," says School of Nursing professor Holly Gadd. "The pass rate nationally is typically 80-85 percent of first-time test takers."

Graduate students enrolled in the School of Nursing can choose from several MSN emphases: adult nurse practitioner; family nurse practitioner; nurse educator; and in collaboration

with the School of Business and Management, a dual degree: Master of Science in Nursing/Master of Business Administration.

"All of the MSN graduates so far have taken the Family Nurse Practitioner exam. This emphasis covers a much broader range of health promotion and illness management topics due to the wide age range in family practice," Gadd says. "Some of our MSN graduates this year will complete the Adult Nurse Practitioner program and sit for the Adult Nurse Practitioner exam."

Ten more students are expected to graduate with a master's degree by winter. The department hopes to see more graduate students succeed in passing their exams.

"I believe we will stay strong," Gadd says.

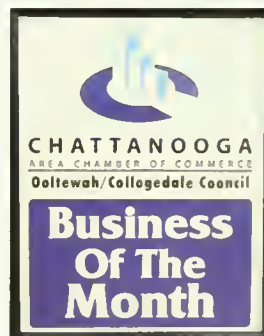


"But I am particularly happy with these first few who have set a high standard and given our program credibility as we are growing."

In addition to a masters program, the School of Nursing also has a successful undergraduate program that has prepared more than 3,600 nurses to work around the world.

Business of the Month

The Ooltewah-Collegedale Branch of the Chattanooga Area Chamber of Commerce awarded Southern Adventist University "Business of the Month" for May 2005. This award is given to an organization that is actively involved and gives back to the community by contributing with donations or volunteering for service.



Writing Center Aids Entire Southern Campus

As part of Southern's commitment to help students be successful in their studies, the English Department has established a writing center on the second floor of the McKee Library.

Alumni rate writing as one of their highest quality skills learned at Southern. While the English Department has offered free tutoring on a limited basis for years, the writing center will increase tutor availability to students.

The center offers free tutoring to students for all writing assignments in any class, including but not restricted to writing-emphasis classes. This type of one-on-one counseling is the most effective form for helping students improve their writing.

"It has been a professional dream of the entire department that a campus-wide writing center be functional at Southern," says English

Department Chair Wilma McClarty.

"What we're doing," English Professor Debbie Higgins says, "is hitting across the curriculum and addressing the needs of the entire campus and not just the English Department."

Higgins organizes and directs the writing center, monitoring its services and selecting its tutors. Help is generally by appointment, although walk-ins are assisted if a tutor is available.

Have you planned what your legacy will be?



Your legacy can impact
generations to come.



Creating an estate plan that cares for the needs of your family is an important part of your legacy. The Office of Planned Giving can help you plan for those you love and at the same time support the future of Christian education at Southern Adventist University.

Call the Office of Planned Giving today to receive more information on how to include Southern Adventist University in your estate plan. If you have already named Southern in your plan, please let us know so that we can recognize you in our Legacy Society.

Contact Carolyn Liers
Office of Planned Giving
1.800.SOUTHERN
or 423.236.2818

Email: plangive@southern.edu
Web: plannedgiving.southern.edu

Celebrating the Science of Life

by Jessica Rivera, senior public relations major

When you enter the second floor of Hickman Science Center, you enter a world devoted to the science of life. Bulletin boards dedicated to anatomy and physiology, zoology, and ecology line the halls, and cabinets boast displays of enough stuffed birds, squirrels, foxes, and raccoons to fascinate any taxidermist. You'll also find a dedicated staff of seven full-time professors and three adjunct instructors.

Creation vs. Evolution

The Biology Department welcomed three new professors last school year: Neville Trimm, Earl Aagaard, and Lee Spencer. Biology Chair Keith Snyder says one of the factors that helped Southern pick the new professors was their extensive knowledge of the origins of life.

While all the professors believe in a literal seven-day creation, they realize it is also important to teach students about evolution in order to prepare them for the Major Field Achievement Test (MFAT), an objective test taken by seniors used to assess the undergraduate program.

Snyder explains that it's important for students to know both sides of the creation/evolution debate because they will meet many people throughout their careers who are evolutionists.

With the aid of the three new professors and the addition of a new class that will deal solely with issues regarding creation and evolution, the department hopes to strengthen the curriculum in this area.

"There is a huge interest in the topic of creation vs. evolution," Snyder says. "We want to use our expertise on this subject to help others while the interest is high." To do this, the department is planning to develop a website with scientifically strong support of the creation theory.

Summer Migration

Birds aren't the only creatures that migrate. Each summer, biology students travel out of the classroom to new and exciting places.

Every other summer, a tropical biology course takes students to Indonesia. They occupy most of their time exploring coral reefs and volcanoes. On alternate summers, a course on Canadian ecology culminates with a canoeing field trip in Canada.

Next summer, there are plans for students to participate in a fossil dig in Wyoming.

Kingdom of Opportunities

Students who graduate with a degree in biology have many career options. They can be anything from allergists to forensic scientists to zoologists, though an estimated 95 percent of biology majors are on the pre-professional track.

"One area that is a huge possibility for those who don't want to go into the medical area is to get an MBA," Snyder says. "There is a great need for scientifically literate people who are good with business also." The unusual combination of these two degrees provides greater job flexibility in areas such as pharmacy, genetic engineering, and agriculture.

The Biology Department is continually expanding its program in new directions.

"We're a very strong

department, and we plan to continue to grow," Snyder says.

"I think our students are getting a great education here," adds Professor Trimm. "You know the department is doing something right when it attracts such good students." ✧



New professors (such as Neville Trimm) and new trails are part of the growth within the Biology Department. In addition to the creation of new trails, the department is renovating the existing Biology Trail.

Volunteers Needed

The Biology Department needs volunteers who would like to help organize the donated animal, shell, and fossil collections that are stored in the Biology Museum. The faculty would like to build a computerized database of the objects and then place them on display throughout the department.

Contact Keith Snyder at 423.236.2929 for more information about volunteering.

One Piece of the Puzzle

by Renie Williams, senior mass communications major

A big smile wrinkled the painted pig snout on Derek's nose as he paced up and down the hall, his pink tail bobbing merrily as he walked. Ann poked her head in each classroom to take one last look at the stacks of donated clothes, toys, and candy. "Everything ready in here?" she asked. Then someone opened the door at the end of the hall, and the first group of orphans ran in to pick out their Christmas presents.

About 75 missionaries and a dozen Russian interpreters handed out Christmas presents and entertained the children with balloon animals and face painting. In the gym half an hour before, another 25 or so Russian students put on a short Christmas play and musical for the kids. Back in the United States, at least 1,000 people donated new clothing, candy, toys and toiletries. In fact, about 3,000 people helped with the annual Christmas party for children from orphanages throughout the Tula region of Russia.

My Contribution

I'm one of the 3,000. I went to Russia to teach English at Zaoksky Adventist University and in the biggest orphanage in the area. I had learned a little Russian, so I put my feeble language skills to use, asking the children whether donated pajamas were the right size or telling them to go to the next room to pick out a coat. Overall, though, my part in this whole production was rather insignificant. I'm just a small piece of a big puzzle.

The puzzle is even bigger than this annual party. It extends to a year-round effort to reach out to the orphan children. It ranges from the American doctors who bought expensive equipment for the orphanages' cafeterias to a Russian theology student and his wife who adopted four children. It includes a student who travels an hour twice a week to tell stories about Jesus as well as church members who take orphans into their homes during the summer.

It also includes my fellow student missionary, Rowena Ong, '04, and me. We came to Russia to work in an orphanage and were assigned the task of teaching English to junior-high students—a task that we admittedly did not enjoy at first.

My Challenge

We began teaching in November—just after the first snow, when the wind was at its coldest. We got up before 6 a.m., walked a mile to the train station, sat for an hour and a half in an unheated train, and then waited in the snow for our bus. We arrived at the orphanage around 9 a.m., shivering, half-asleep, and with growling stomachs. During our first class, we discovered that the students knew no English and had no interest in learning the language. The textbooks contained so many mistakes we couldn't possibly use them, and the boys and girls couldn't work together without spitting cruel insults at each other. We seemed to fail not only in teaching our students English, but also in connecting with them.

Sometime around the beginning of January, things began to change. Our students began paying more attention in class, trying to learn the words we were teaching them, sometimes smiling, and making eye contact. Our attitude toward them changed, and we began looking forward to teaching them each week. Our students became precious to us as we discovered their unique personalities and learning styles. But just when we really began to connect with them, the school year came to an end. The last day was sad, not only because it was hard for us to part with the children but because we felt that we had done very little for them. I found myself wishing I could stay another year.

Another's Turn

I'm so grateful for the opportunity I had to volunteer in Russia for that year. I have many wonderful memories of helping with the Christmas parties and teaching English in the orphanage, and I am proud to have

done my small part for the children I met. Still, I know there is so much more that needs to be done for the many orphaned and abandoned children in the Tula region. Someone will take my place teaching English, others will donate money or make short-term mission trips, still others will take orphans into their homes. More people will add their pieces to the puzzle, and God's work for Russia's orphans will continue. ✧



After spending a year in Russia, Renie Williams leaves this fall to be an English teacher in the Ukraine.

GRAYSVILLE, TENN.



For more than 100 years, Southern students have been using real-world tools such as this cash register to enhance their learning and prepare for future careers. In 1899 Charles Irwin, principal of what was then named Southern Industrial School, changed the school's curriculum to include a hands-on practical education along with a few traditional subjects. Students were encouraged to put their knowledge to practice. The cash register was set up in a classroom that had been transformed into a business office and bank where students practiced bookkeeping, managing, and banking transactions.

50s

Donald Diddy, '55, retired in December 1999. He is a consultant for Adventist Risk Management and has gone on three missionary trips.

Faye (Spires) Richards, attended '59-'61, retired in 2004 from Morgan Stanley, where she was a financial advisor. She has two daughters and three grandchildren.

60s

John Bridges, '62, is the Planned Giving Director for Amazing Facts. He lives in Roseville, California.

Richard, '63, and **Lynne (Price) Martin**, '61, are happily living in Washington State in the Puger Sound area. Richard is an assistant activity director at an assisted living facility, while Lynne is retired. Their son, **Kevin**, attended, lives in California where he works as a clothing store manager. They would love to see their old friends from years past. Southern will always hold a very special place in their hearts.

Wayne Darnell, '63, recently retired to Yucca Valley, California, after 22 years in the publishing industry and 18 years in health care. He and his wife, **Linda Williams**, attended, would appreciate hearing from or seeing former classmates and friends. Their address is P.O. Box 1167, Yucca Valley, CA 92286.

James H. King, '64, is currently the pastor of the Clermont and Umatilla churches in Florida.

Allen Steele, '65, recently accepted the position of assistant to the president for Advancement at Avondale College in Australia. Previously he directed its BA Communication program for five years.

Kingsley, '65, and **Nancy (Wendell) Whitsett**, '65, recently moved to Buckhannon, West Virginia. Nancy is a charge nurse at Sharpe Medical Center, and Kingsley serves as president of the Mountain View Conference. He also continues to serve as the conference education director. They enjoy working in the beautiful mountainous terrain of West Virginia and western Maryland while leading others to Christ.

Marvin Lowman, '66, and his wife, **Donette**, live in Goodlettsville, Tennessee. He is the executive secretary of the Kentucky-Tennessee Conference. They have two children and three grandchildren.

Albert Dittes, '67, recently published a centennial history on his hometown of Portland, Tennessee. The title is *Portland Grows Up, Celebrating 100 Years as a City*



Susan Worth, attended '67-'70, received her BSN from the University of Texas/Arlington and her master's degree in health services management at Mary-Hardin Baylor. Susan retired from nursing in 2000 and now raises registered Red Brangus cattle on her ranch in Salado, Texas. Susan visited Southern last summer after being away for 35 years and was amazed at the changes. She says that she will always be proud that Southern was part of her life.

Leon Peek, '68, is a program director for the Department of Defense, issuing the annual audit opinion for its financial statements.

70s

Jerry Rogers, attended '71-'73, works in the IT Department at the Tennessee Department of Revenue in Nashville. He married **Brenda Joy Taylor** in February 2005. His son, **Brian Keith**, attended, married **Tawnya Willey** in June 2005.

Joe Rudd, '75, was recently appointed assistant professor of orthopedic surgery and traumatology by the University of Tennessee College of Medicine, Chattanooga Unit. Having a Ph.D. in biomedicine with emphasis in catastrophic trauma, Joe is the first non-M.D. to ever hold this clinical position.

Janet (Davies) Blondo, '77, recently accepted a position as social work team leader at a Baltimore, Maryland, hospital. She and her husband, **Rick**, '79, enjoy visits to Collegedale to see old friends and their daughter, **Jennifer**, who is a student at Southern.

Sharon (Webster) Rogers, '77, and her husband, **Dennis**, staff, celebrated the birth of their first grandchild, **Jonathan**, born on December 12, 2004, to Army Medic **Kim Rogers**.

Gary, '73, and **Carol (Adams) Swinvar**, '73, have relocated to South Lancaster, Massachusetts, where Gary is the superintendent of schools for the Southern New England Conference. Carol received her master's degree in education/curriculum and instruction from Andrews University in December 2004. She is working to develop a new K-8 music curriculum for the Atlantic Union Conference.

Dan, '76, and **Cindy (Allen) Solis**, '80, are ministering in the Walla Walla area, where Cindy teaches at Rogers Adventist School and Dan is the youth and young adult pastor at the Village Church. They are the proud grandparents of their first grandson, **Noah**.

Frank Potts, '79, had this picture taken with his children on the beach while at the Alabama Bar Convention.



80s

Gary, '81, and **Lynn (Davis) Philpott**, attended, currently reside in Littleton, Colorado. Gary is in financial services with New York Life, and Lynn is vice-president of facility operations for Correctional Healthcare Management. They can be contacted at denali86@hotmail.com.

Donna (Ruch) Gurule, attended '81-'83, and her husband, **Andy**, became the parents of twin boys. **Evan** and **Ross** were born on October 19, 2004. Donna says they are her first and last children.



The boys are beginning to experience the world, having traveled to Virginia and Canada. Donna and Andy traveled to 54 different countries and celebrated their 16th wedding anniversary before the boys were born.

Alicia Raquel (Rivera) Joy, '82, works as a bilingual administrative assistant at Bender Realty in Cleveland, Tennessee. She recently graduated from a dental assistant program and has one son, **Scott**, 16.

David, '82, and **Judi (Boles) Hartman**, '82, are in Portland, Tennessee, where David is the pastor at the Highland Academy Church. He is working on a doctorate in ministry through Andrews University. Judi recently completed a CD project entitled *There Is a Savior* and is also a reading teacher at an area public school. They have two teenage children, **Matthew** and **Beth**.

Roy, '82, and **Roberta (Snyder) Cole**, '80, are now living in Pittsboro, North Carolina. Roy is an electrical engineer for IBM, and Bert is an RN. They will celebrate their 25th wedding anniversary in June 2005. Their son, **Ben**, attended, is studying nuclear engineering on an attack submarine with the Navy. He is stationed in Pearl Harbor, Hawaii. They love keeping up with "old" friends! Roy can be reached at roycole@us.ibm.com, and Bert can be reached at gypsytrvlr@hotmail.com.

Leslie Mathewson, '83, was presented the Clinical Faculty Award at the University of Tennessee convocation in May. In addition to teaching part-time, Leslie is building a private practice as a psychiatric nurse practitioner in Knoxville, Tennessee. He and his wife, **Kellie (Sauer)**, '86, have three children. Kellie is the nurse manager of the Patricia Neal Rehabilitation Center in Knoxville.



Lee Bennett, attended '89-'90, lives in Florida and has worked in the Florida Conference Communications Department for 13 years.

90s

Steve Durkac, '90, has

authored his third book, *Prayer on Purpose: How to Focus in Intercession!*, and is executive director of Sunday Hope Chaplain Ministries, a non-denominational organization that provides pastoral care services in Mobile, Alabama. He lives with his wife, Stephanie, and their four children.

Juan Carlos Belliard, '91, has a Ph.D. in higher education from Claremont Graduate University. He is an assistant professor in the department of global health at Loma Linda School of Public Health. He and his wife, Stacey, have children, Victoria and Nicolas, and a house full of pets.

Michael Lorey, '91, lives in West Carrollton, Ohio, with his wife, Rebecca (Rolls), attended, and their three children, Alaina, Matthew, and Alyssa. He is renovating their house and homeschooling their children. He also volunteers as a connecting pastor team leader at the Southbrook Christian Church in Centerville.

Celia (Mitchell), '92, and **David Denton**, attended, live in Atlanta. Celia teaches part-time at Atlanta Adventist Academy and teaches piano part-time. David is the principal at Atlanta Adventist Academy. They have two daughters, Darcie, 7, and Charis, 3 1/2.

Joe, '92, and **Donna (Parrish) Graham**, '91, live outside the Chicago area, where Joe is a controller for three facilities for Ivex Packaging, and Donna is the pastoral secretary at the Bolingbrook Adventist Church. They have two sons, Spenser, 7, and Seth, 2.

Connie (Baker) Barrow, attended '92-'94, welcomed Wesley Tod, born on May 29, 2004. She and her husband live in White House, Tennessee.



Shelli (Senior), '93, and **Mark Dietrich**, '00, were married in August 2004. Shelli is a nurse anesthetist, and Mark is completing the nurse anesthesia program at the University of Tennessee, Chattanooga.

Amy (Kovach) Gregory, attended '93-'95, lives in Denver, Colorado, with her husband, LeMonte, and their three children. She is the senior technical writer for iBAHN, a high-speed Internet company for hotels.

Lee, '94 and **Kirstin (Chalker) Elliott**, '94, welcomed their first child, Lauren Emily, in July 2004. Lee is the administrator for Heartland of Miamisburg Nursing Facility in Miamisburg, Ohio. Kirstin was a science teacher at the Warren County Alternative School but is now raising Lauren.



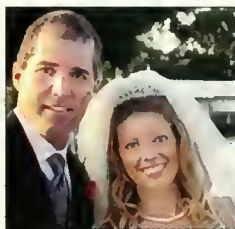
Joseph Eunkwon Choi, '95, married Angela

Jin-I lui Jang in Korea on March 20, 2005. He has recently been appointed as the new assistant conductor of the Evansville Philharmonic Orchestra in Indiana and music director of the Evansville Philharmonic Youth Orchestra and Evansville Philharmonic Chorus. He invites friends and classmates to visit his website, www.josephechoi.com.



Christine Senior, '96, is a nurse anesthetist in Chattanooga, Tennessee.

Gina (Rizzi) Balcom, '96, works for eDiets.com as manager of strategic partnerships. She met her husband, Thomas, through a colleague, and they were married on May 30, 2004.



They currently live in Boca Raton, Florida. She would love to hear from old friends and can be reached at ginabalcom@yahoo.com.

Bryan Bennett, '96, lives in Washington state, where he works for the U.S. Navy as a computer scientist. He and his wife have two children, Riley, 4, and Claire, 1.

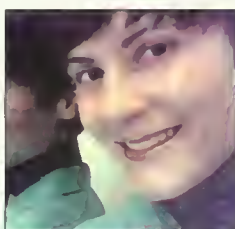
Nelson Shaun Dean, '97, owns a carpentry business in Orlando, Florida. His wife, **Aurora (Baltazar)**, attended, is an RN at Florida Hospital in the Cardiovascular Progressive Care Unit. They have a 5-year-old daughter, Taylor, and the newest addition, Nelson Shaun, was born January 21, 2005. They are members of Kress Memorial Adventist Church.

Vicki Lynn (Spillman) Connor, '98, is living in Spartanburg, South Carolina, with her husband, Daniel, whom she married on May 2, 2004. They celebrated their first anniversary with a trip to Europe. She is an occupational therapist at an outpatient pediatric clinic. She and Daniel are active with the youth at the Spartanburg Adventist Church.

Eric Bates, '99, recently moved to pastor in the Dothan, Alabama district. He and his wife, Ann Marie, have four children: Alex, Evan, Eran, and Austin.

Jennifer Pester, '99, lives in Loma Linda, California, where she is working on her doctorate in clinical psychology at Loma Linda University.

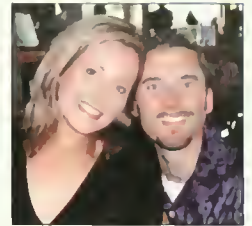
Ellen Gibson, '99 and '01, is a traveling nurse, currently working in Bremerton, Washington. Last year she was in Hawaii working at a critical access hospital. She worked with a staff of five on night duty, which she says felt like a mission trip.



Matt Harris, attended, is an army chaplain's assistant on his second tour of duty in Baghdad, Iraq. His wife, **Kimberly (Bobenhauser)**, attended, and their children await his return in Vernon, Vermont.

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Chad Mundy, '00, and his wife, Ronda, live in Modesto, California. Chad is enrolled in the M.B.A. program at the University of the Pacific located in Stockton, California.



Brina (Pittman) Leroux, '04, married Gilles in Pensacola, Florida, in 2004. They live in Collonges, France. She received a master's degree in international relations from Webster University in Geneva, Switzerland, in July 2005.

Jose Perez, '04, works for the Long Island Jewish Health System in Great Neck, New York, developing the pro bono/low-cost provider network for a federal program focused on eliminating health disparities and providing 100 percent access to healthcare for Nassau County residents.

Remembrance

Lawrence Mann Walton, '77, theology graduate, passed away on June 19, 2004.

Rob Buckner, '85, passed away on November 30, 2004, after a long battle with cancer. He is survived by his wife, **Linda (Shriver) Buckner**, '86, and two sons, Chase and Trevor. Linda welcomes contact from former classmates by mail at 605 Hidden Forest Drive, Chattanooga, TN 37421 or by email at boating4@bellsouth.net.



William Allen, former vice president for academic affairs at Southern, passed away on April 24, 2005, at Loma Linda Medical Center. He recently retired from the School of Dentistry Development Office. He is survived by his wife, Laurentine, two children, and four grandchildren.

Arlie Keele, a long-time employee who retired in the early '80s from Southern's engineering department, passed away this spring. He and his wife were married nearly 70 years.

Clifford Ludington Jr., attended, passed away on May 9, 2005, at the age of 83. Having served as a physician in Tennessee, Libya, and California, Clifford had received the Southern Alumni Association's Distinguished Service Award. He is survived by his wife, Aileen, two children, four step-children, and 20 grandchildren.

Deborah Lynn Kenyon, '03, was pursuing a master's degree in education when she died in a motorcycle accident June 19, 2005. In the past, she tutored at Southern's Center for Learning Success. She is survived by her husband, Don.



Walking in His Footprints

by Brian Magsipoc, senior public relations major

The van slowly rolled to a stop. I looked at the woman in the driver seat. *She's gotta be kidding*, I thought.

"Are you serious, Angie?" I asked.

"Yup," was her straightforward response. "Jeb on the left, you on the right. Work to the T, cross over, and work back."

Reluctantly, Jeb and I got out of the van. The intense heat of the 90-degree Georgia afternoon hit me, almost instantly squeezing sweat out of my pores. I turned back to the still-open door of the van, partly for one last cool breeze of air conditioning, but mostly to plead.

"Angie, this is downtown Macon. We're gonna get mugged and our books are gonna get stolen."

Angie smiled and laughed. "Oh, you'll be okay. See you in a few hours!"

Days of Frustration

The van sped away. I watched my only hope and salvation from the heat fade into the distance. With a sigh and a "Good luck, Jeb," I hefted the book bag onto my shoulder, stuffed my two-way radio in my pants pocket, and headed for my first house. As I reached the first of a series of broken-down, paint-peeled structures, I reflected on the current situation. God, I thought, *we're two young Adventist boys in the middle of a downtown Georgia ghetto. It's so hot I'm about to melt. How long are we supposed to last out here?*

I signed up for the Magabook program because

I wanted to reach people for God. I imagined myself doing great things, giving Bible studies, changing the world, all while getting a little money for school on the side. I was told it would be hard work, but I thought I was ready. I hadn't envisioned spending the summer walking around downtown Macon in sweltering weather.

Two days later I had sold a total of three books. I had been picked up and dropped off in various parts of Macon, each time with little success. Most people declined the books with the excuse of not having money. A few simply ignored me, not answering the door though I could hear

them inside. I was beginning to get disillusioned and frustrated. Everyone else seemed to come back with stories about selling lots of books or praying with someone or a person who asked for a Bible study. I had no such stories to tell.



Discouraged after facing repeated rejection, Brian Magsipoc found strength to continue in the Magabook program by focusing on the One who received the greatest rejection of all.

The Best Mentor

One day I hit the wall. I didn't feel like I could take another rejection. Slumping down under a tree, I felt like giving up. *What am I doing here?* I thought. *I'm hundreds of miles from home sitting under a tree in a ghetto. I'm sweaty, I'm tired, and no one seems to care. I'd rather be anywhere but here.*

Suddenly the thought flashed through my mind, *I wonder if Jesus ever felt this way?* He was, after all, millions of miles from Heaven. He was rejected and probably even discouraged at times. Before the crucifixion, His prayer in the Garden of Gethsemane pleaded with God to "let this cup pass from me." In other words, "I don't want to do this. I'm tired and I want to go home." But He went on to say, "Not my will, but yours be done." Jesus knew that God had a plan and that His plan was best. I realized that God had a plan for me too and that it might not be what I thought was the best plan.

I'm not going to say that from that moment everything was different. Nothing miraculous happened. I still got rejected plenty of times. I was still tired and sweaty. But from that moment, I walked around with the realization that Jesus Himself had walked in my shoes.

He had gone from place to place and had been rejected many times more than I had. Ultimately, He suffered the greatest rejection of all—He was crucified. It was His story I shared with people through the books I carried.

As I look back on that summer, I realize God was with me even when I was tired and wishing for home. There were plenty of times dogs could have bitten me, thugs could have mugged me, or I could have been arrested. But somehow everything always worked out. I know now that wherever I go, Jesus has already gone before me. He's cleared the path. All I need to do is follow His footprints. ✨



Before starting fall semester classes, student mentor Libna Molina (far left) takes a group of students for a walk on the K. R. Davis Promenade while touring campus during PowerStart, Southern's new student orientation. PHOTOGRAPHER: Marlena Andvik, current

